



Special Educational Needs and Disability Policy

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Purpose	<p>The purpose of this Special Educational Needs and Disabilities (SEND) Policy is to outline Highfield Nursery School's commitment to providing inclusive, high quality early years education for all children, including those with SEND. This policy ensures that our practices are aligned with the statutory requirements of the SEND Code of Practice: 0-25 years, the Children and families Act 2014 and the Equality Act 2010, and the Early Years Foundation Stage (EYFS) framework.</p> <p>It sets out how we identify, assess and support children with SEND, promote early intervention, and work in partnership with families and external agencies. The policy aims to ensure that every child is given the opportunity to thrive, achieve their full potential, and experience a positive start to their educational journey in a nurturing and inclusive environment.</p>
Links with other policies	<p>Teaching and Learning Policy</p> <p>Positive Behaviour Policy</p> <p>Supporting pupils with medical needs</p> <p>SEN information report</p> <p>SEN local offer</p> <p>Nutrition Policy</p>
Links with DFE guidance	https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Contents

Compliance	3
Section 1: Aims and Objectives:.....	3
Section 2: Roles and responsibility for co-ordination of SEN provision:.....	4
Section 3: Admission and accessibility:	4
Section 4: Resources and training.....	5
Section 5: Identification and review of pupil needs	6
How and when we involve other agencies/professionals	7
Graduated Response	8
Section 6: Access to the curriculum	9
Food and Drink:	10
Section 7: Evaluating the success of provision	10
Section 8: Links to support services.....	10
Section 10: Transition.....	11
Section 11: Complaints procedure.....	11

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014, updated 2015) and has been written with reference to the following guidance and documents:

- SEND Code of Practice 0-25 (2014, updated 2015)
- Settings SEND Information Report Regulations (2014)
- Accessibility Plan
- Safeguarding Policy
- Statutory Guidance on supporting pupils in school with medical conditions April 2014
- Practitioners Standards 2012
- Equality Act 2010: advice for settings DfES 2013

This Special Educational Needs and Disability Policy was written by Natalie Sinclair (SENCo) in March 2017 and is updated annually.

Highfield Nursery School is fully committed in ensuring all children are given the opportunity to develop to their full potential. We recognise a child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities. At Highfield Nursery School, will adjust both the curriculum and environment, allowing all children to thrive, achieve and be happy.

Section 1: Aims and Objectives:

At Highfield Nursery School, we are committed to ensuring every child has the opportunity to achieve their full potential. We recognise and support the entitlement of all children to a broad, balanced, and inclusive curriculum, tailored to their individual needs, abilities, and interests.

We aim to:

1. Create an inclusive environment that meets the needs of each child.
2. Identify and assess SEND early, using the Assess–Plan–Do–Review cycle.
3. Work collaboratively with parents/carers and external agencies.
4. Follow statutory guidance from the SEND Code of Practice (2015) and the Children and Families Act (2014).
5. Define clear roles and responsibilities for all staff in supporting SEND.
6. Ensure access to the full EYFS curriculum through appropriate differentiation and support.
7. Promote the voice of the child in all aspects of their learning and support.
8. Monitor and evaluate the effectiveness of SEND provision regularly.

Section 2: Roles and responsibility for co-ordination of SEN provision:

The governing body has identified a governor to have an oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. At Highfield Nursery School this role is undertaken by Melaine Heywood, who will meet regularly with the Head and SENCO Natalie Sinclair.

The SENCO's role is to:

- Maintain the Code of Practice Record.
- Promote and develop effective relationships with parents/carers of children with Special Educational needs and Disabilities.
- Ensure that all staff are familiar with the practice of the SEN policy and the policy is shared with new staff so they are confident and understand the procedure for early identification.
- Ensure specific provision is made to support individual pupils with SEN, including those who have EHC plans.
- Work closely with other professionals/agencies, including the area SENCO from the Inclusion and Disability Support Service.
- Provide professional guidance to colleagues with the aim of securing high quality teaching for children with SEN.
- Works with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support.
- Ensure staff and the governing body contribute to the strategic development of the SEN policy and provision in the school to raise the achievement of children with SEN.
- Report annually on the efficient and effective use of resources for the children at AEN, AIS and those with EHC plans.
- Identify and promote staff development regarding SEND.
- Co-ordinate and complete appropriate documentation for children with SEND.

Section 3: Admission and accessibility:

Children with special educational needs will be admitted to Highfield Nursery School in line with the school's admissions' policy. Highfield Nursery School is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements.

At Highfield Nursery School, we will work closely with parents/carers ensuring we have all the relevant information needed to ensure the needs of the child will be met and they can reach their full potential through a differentiated curriculum.

At Highfield Nursery School, we would carry out an environment audit with the parent, occupational therapist and specialist teacher for children who will be starting and have a physical disability. Our environment is adaptable as the furniture can be arranged and set up in a variety of ways, therefore removing barriers to learning for specific children.

The indoor nursery environment is all on one level and outdoors can be accessed from different doors. The majority of the outdoor area can be accessed via ramps.

At Highfield Nursery School, we welcome and support children with medical needs. The SENCO will complete an environment audit, if required in collaboration with parents and professionals to ensure that the nursery environment is appropriate in meeting the child's needs. For those children with medical conditions who are disabled, the setting will comply with its duties under the Equality Act 2010.

The Centre has adopted Lancashire County Council's procedures for "Safe Handling" and storage of medication. If there is a medical need, a "Care Plan" may be developed. This may include an Environmental Risk Assessment E.g. Evacuation Policy (fire procedure) for a specific named child/person. We have several staff who are trained in Paediatric first aid.

A medicine cabinet is available out of children's reach for short term storage of items such as inhalers or regular agreed medication.

See also Equality policy including accessibility plan

Section 4: Resources and training

At Highfield Nursery School, we have a wide range of experiences with a variety of Special Educational Needs and Disabilities: cerebral palsy, social communication difficulties, speech, language and communication difficulties, medical needs, behaviour, Autism Spectrum Disorder, global delay, hearing impairment

At Highfield Nursery School, we have:

- 2 Qualified and experienced teachers.
- The SENCo has achieved the National Award for SEN co-ordination.
- A very large majority of our staff are qualified and experienced level 3 or above.

Within our Nursery we have staff who have completed the following training courses:

- Safeguarding Level 1 and 2
- Makaton
- ELKAN
- Early Talk Boost
- Wellcomm
- Social Communication Difficulties
- Sensory Processing

- Attention Autism
- Chattering Chimps
- Pec's
- Colourful semantics
- Attachment and Trauma

We have a wide range of resources and equipment that we use to support children's needs. The SENCO will liaise with parents, professionals and agencies should we need specialist equipment.

All children receive Additional Educational Needs (AEN) funding, which enables us to ensure that the needs of all our children are met effectively. This funding is used based on the needs of the children and can be used to upskill staff in areas of SEN, deliver intervention programmes as well as resourcing the environment appropriately.

We can also apply for Additional Inclusion Fund (IF) funding for children who are at wave 3. This enables us to ensure that specific needs are met and buy additional resources if necessary.

The Head Teacher oversees the professional development of all teaching staff and Early Years Practitioners. The SENCO Inclusion Coordinator Liaises with the Head Teacher to review staff skills related to SEN, behaviour and children's emotional well-being and to ensure that there is a good balance of training to enhance the skills of all staff. Staff are being encouraged to observe good inclusive practice within the Nursery School and in other schools.

The SENCO attends SENCO clusters regularly to update and inform practice, identifies individual needs and arrange in-house training where appropriate and use their knowledge and experience to support staff and develop inclusive practice.

Section 5: Identification and review of pupil needs

At Highfield Nursery School, we work within the Framework of the Early Years Foundation Stage. Children are only identified as having Special Educational Needs and Disabilities if they are not making adequate progress within the EYFS curriculum or if they are showing significant delay in a specific area, upon entry.

All children have a baseline assessment completed at the end of their fourth week of starting nursery. All children are then assessed 6 monthly. Children who have been identified as having Special Educational Needs and/or Disabilities will be assessed 4 monthly to track progress being made more closely. The SENCO uses this information to identify children who require additional support/intervention.

Provision for children with SEND covers four categories of need; Communication and Interaction, Cognition and Learning, Sensory and Physical and Social, Emotional and Mental Health.

We recognise that there is a wide range of SEN amongst our children and match the level of intervention to each child's needs. We have adopted the graduated approach set in the SEN Code of Practice, where the level of intervention increases whenever adequate progress is not being made.

Teaching is differentiated according to individual needs and planning meets the specific needs of individuals and groups of children. When planning, staff set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning and require particular action. Through lesson and peer observations we review the quality of teaching for all pupils, including children who may be at more risk of underachievement.

How and when we involve other agencies/professionals

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's areas of need, advice may be sought from other professionals, these may include:

- the Educational Psychologist
- speech and language therapist
- advice from the Inclusion and Disability Support Service (IDSS)
- Broadoaks Child Development Centre
- Occupational therapist
- Physiotherapist
- Play and Sensory specialist
- Specialist teachers for the hearing or vision impaired.

Parents will always be involved in any decision to involve other professionals. The involvement of other professionals and what was discussed or agreed is recorded and shared with parents and teaching staff supporting the child in the same way as other SEN support.

The SENCO and practitioners, together with other professionals, and child's parents, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions to support the child's progress. Outcomes and support will be agreed, including a date by which progress will be reviewed.

There are three waves of action with our SEND procedures, which are in line with the SEND Code of Practice. These are:

Wave 1: Provision which is universal and is accessed by everyone.

Wave 2: Provision which is for children who require additional interventions, with the involvement of one other professional at this stage.

Wave 3: Provision which is for children who require specific interventions and the involvement from more than one other professionals.

In our setting, we use "Provision mapping" to identify ways in which we support all children in the Setting. Provision mapping identifies what we provide for all children (wave one) and children who require more specialised or intensive intervention (wave two/three).

Children at Wave 2 have access to many interventions. These include Targeted Learning Plans, Speech and Language Involvement plans set by a speech and language therapist (SALT) and programmes such as Wellcomm.

Children at Wave 2 may also have access to The Inclusion and Disability Support service (IDDS), known as a 'Request for Guidance'. The inclusion teacher guides us through the process to access further support to meet the children's needs.

Children at Wave 3 have additional access to a range of other professionals which may include SALT, an Educational Psychologist, a Physiotherapist, and Occupational Therapist etc.

The nursery uses the Early Help Assessment, to bring professionals together. We hold regular Team Around the Family Meetings, to ensure support is maximised. An application for Education, Health, Care plan will be submitted if complex needs have been identified.

Targeted Learning Plans are put into place and are completed in collaboration with the parents, key worker and child under the guidance of the SENCO if the parent is unable to attend then the TLP will be sent home and parent's views will be welcomed. The TLP's are reviewed every half term.

Graduated Response

We follow the Graduated Response model as outlined in the SEND Code of Practice. This includes:

- Assess: Identifying children not making expected progress through baseline and ongoing assessments.
- Plan: Developing Targeted Learning Plans (TLPs) in collaboration with parents and professionals.
- Do: Implementing interventions and support strategies.
- Review: Evaluating progress at least termly and adjusting provision accordingly.

Children are assessed using EYFS outcomes, and those with SEND are monitored more frequently. We categorise needs under:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

Where, despite Highfield Nursery having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, even after the interventions from a range of professionals then we will meet with parents and professional to consider requesting an Education, Health and Care needs assessment.

To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support known as the 'graduated response'

For children who have an Education, Health and Care plan this will reviewed annually, in partnership with parents, professionals and agencies.

The SENCO is responsible for maintaining and updating the Code of Practice Record at least very half term. If after an agreed period, the child begins to make appropriate progress and respond to the support that has been put in place, it may no longer be necessary to continue to plan for the child in smaller steps. At this point, with agreement from parents and professionals the child may exit the Code of Practice Record.

Section 6: Access to the curriculum

All children at Highfield Nursery School have access to a broad and balanced curriculum. We ensure:

- Differentiated planning and teaching to meet individual needs.
- Inclusive learning experiences that promote participation and achievement.
- Use of small-step targets to support progress.
- Opportunities for children to work in small groups or 1:1 when appropriate.
- Respect for diverse learning styles and backgrounds.

We set suitable learning challenges that aim to give every child the opportunity to experience success in learning to achieve as high a standard as possible. For children, whose attainments fall significantly below the expected levels, a much greater degree of differentiation is necessary. In these circumstances, key workers use the content of the Early Years Foundation Stage as a resource or to provide a context, in planning learning appropriate to the age and requirements of their children.

When planning, we set high expectations and provide opportunities for all children to achieve. This is based on a system of tracking children's achievement to ensure that children do not underachieve or fail to reach their potential. We respect and value children that bring to school different experiences, interests and strengths which will influence the way in which they learn. Our practitioners plan their approaches to teaching and learning so that all children can take part fully and effectively.

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to; understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Staff use a range of strategies to meet children's Special Educational Needs. Learning and activities have clear learning objectives, we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Wave 1, 2 and 3 (Targeted Learning Plans (TLPs), which employ a small-steps approach, feature significantly in the provision that we make in the nursery. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible we do not withdraw children from the nursery

situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the main learning environment.

Food and Drink:

Please refer to our nutrition policy regarding food and drink.

Whilst we recognise that children may have difficulties with food and drink, we ask that you speak to the SENCo regarding your child's specific needs/requirements so appropriate plans can be put in place.

Section 7: Evaluating the success of provision

At Highfield Nursery School, we:

- Review Targeted Learning Plan targets every half term and share progress with parents.
- Set new targets after discussion with parents and professionals, use the Early support documents from Lancashire County Council.
- Review setting provision map and for those children who have an individual one.
- Hold regular TAF meetings, where parents are informed how their child is accessing the provision.
- Consultation with other professionals/agencies.

At Highfield Nursery School, we regularly evaluate our SEND provision, monitoring the quality of provision for all our children. We adjust where appropriate and ensure children have access to a broad range of learning experiences.

Section 8: Links to support services

We have many links with a wide range of agencies/professionals who can support the family and child in many areas of Education, Health and Care. These include: Portage Workers, Health Visitors, Physiotherapists, Speech and Language Therapists and Occupational Therapists, Paediatricians, Inclusion Teachers, Children's Social Care.

Parents in need of further information can access the Local Authority's Local Offer:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

Section 9: Working in partnership with parents

The knowledge, views and first-hand experience parents have regarding their children is valued for the contribution it makes to their child's education. Parents are partners in the educational process. All parents are welcome to contact the SENCO or any member of staff if they have any concerns about inclusive educational provision. Parents are also strongly encouraged to keep regular contact with the Nursery School regarding their child's progress, through regular dialogue with their child's

Key Worker or other members of staff. It is through working very closely together as a team, sharing and respecting ideas that we aim to provide your child with the best opportunities to learn and develop.

We have meetings with parents to review the progress of their children against the targets set in the TLP and to set new targets. We hold TAF meetings for those where an EHA is in place. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with Special Educational Needs.

Section 10: Transition

We support smooth transitions by:

- Sharing relevant information and strategies with receiving schools.
- Holding Transition Review Meetings with parents and professionals.
- Encouraging additional visits and transition sessions.
- Completing a Transition Plan collaboratively with the inclusion teacher.
- Supporting children and families during settling-in periods with flexibility and care.

We ensure that the receiving school are invited to any meetings during the Summer Term, we ensure they receive all the relevant information regarding the children's individual needs and any relevant strategies that are used within our setting. When a child moves on to a new school we ensure that we offer support to ensure a smooth transition e.g. "Transition Review Meetings" to celebrate the child's achievements and plan the next steps. Additional transition sessions are encouraged through liaison with the new school. A transition plan is completed by the inclusion teacher in collaboration with nursery.

Before children start attending our Nursery we encourage parents to bring them for visits, though we appreciate that this is not always possible. Initially this may just be for the child to have a look around the nursery with their parents. We plan, with the parents, some opportunities for the child to visit the nursery and spend a short amount of time in the room they will be joining. We have a "Settling in Policy" which is shared with parents when they register their child with us. The Key person will talk to parents about the families' preferences for a settling in period and endeavour to meet these as best we can. Parents can contact us by phone if they would like to check how their child is.

Section 11: Complaints procedure

If parents have concerns about SEND provision, they should:

- Speak with their child's Key Worker.
- Raise concerns with the SENCO and Headteacher.
- If unresolved, contact the Governor responsible for SEND.

Parents may also request a statutory assessment from the Local Authority. If declined, they have the right to appeal to the SEND Tribunal within two months. Further guidance is available via the Local Offer.

If parents believe that their child has a learning difficulty or behavioural issue at Highfield Nursery School which has not yet been identified by our setting or if they are unhappy with the provision that Highfield Nursery School is making for their child with SEN, they should talk first to the child's Key Worker. If the parents think that the child should be given more support, they should raise their concerns with the SENCO and the Headteacher. Most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns with our Governors responsible for SEN.

Parents may ask the Local Education Authority (LEA) to conduct a statutory assessment of their child at any time. The LEA must comply with the request, unless they have made a statutory assessment within the previous six months, or unless they conclude upon examining all the available evidence, that a statutory assessment is not necessary. The LEA will then inform the parents. If the parents disagree with the decision, they have the right to appeal to the SEN Tribunal within two months of the decision being made.

If the LEA makes a statutory assessment, but decides at the end of that process not to draw up an Educational Health Care Plan (EHC) for the child, the parents again have the right to appeal to the SEN Tribunal.

If parents are not happy about the issued EHC then they again have a right to appeal to the SEN tribunal.