



Taywood Nursery School and Seedlings

Policy for Special Educational Needs and Disabilities (SEND)

INTRODUCTION

- The nursery school's SENCo is Mrs Emily Robinson
- email: e.robinson@taywood.lancs.sch.uk Tel: 01282 425601
- Mrs E Robinson has several years' experience as a SENCo and received their National SENCO Award in 2019.
- Mrs E Robinson is not a member of the Senior Leadership Team (SLT) as she is an Associate SENCO, who works for the nursery. The SEN advocate on the SLT is Mrs J Slater (Head Teacher)

This policy explains how Taywood Nursery School and Seedlings makes provision for pupils with SEND, in line with the nursery ethos and with current legislative requirements (SEND Code of Practice 2015, Equality Act 2010)

Definition of Special Educational Needs and Disabilities.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age;
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in a nursery setting.

Parents requiring further information about the provision for SEND in the nursery should, in the first instance, talk to their child's class leader/ class teacher, or contact the Special Educational Needs Coordinator (SENCo).

The SEN Information Report and contribution to the Local Offer provides much greater detail on the context of the nursery and the provision for children with SEND and should be read in conjunction with this policy. **The SEN Information Report and Nursery School's Contribution to the Local Offer is available from the nursery school office and the school website:**

Taywood Nursery School is a Lancashire County Council Maintained Nursery School. Seedlings is part of the Extended Services, however, the systems and procedures apply to both the school and Seedlings within this policy. We believe good practice for children with special educational needs is good practice for all therefore we focus closely on good quality first teaching and adaptations for all.

POLICY AIMS

- Our nursery community aims to provide an education that develops all children to their full potential within a safe, happy and creative environment. We believe that people learn best in different ways. At our nursery, we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.
- We are committed to meeting the special educational needs of pupils and ensuring that they make good progress and reach their full potential. This is achieved through targeted and focused provision with maximum impact, building confidence and self-esteem. We aim to raise the aspirations of and expectations for all pupils with additional or special educational needs.
- This policy aims to provide full access to our curriculum, which meets the EYFS Statutory Framework, and to encourage success and participation for all pupils, whatever their level of ability.

POLICY OBJECTIVES

In order to achieve these aims, we will:

- Use our best endeavours to make sure that a child with SEND gets the support they need;
- Ensure that students with SEND engage in activities alongside those students who do not have SEND;
- Identify children with SEN as early as possible and to make appropriate intervention through using appropriate teaching methods;
- Identify children of all ability who are underachieving, act upon this and support children to make optimum progress.
- Provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEND Policy;
- Provide support and advice for all staff working with special educational needs pupils;
- Develop partnerships with parents / carers in the education of their child and involve parents /carers and pupils in the review process;
- Produce an annual SEN Information Report.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils through the nursery's Policy on Teaching and Learning;

It is really important that in nursery we identify children who experience difficulties accessing learning and general nursery life opportunities early. This is achieved through continual use of observations and assessments of all pupils. Progress is tracked on a termly basis and where appropriate, more frequently

than this. The SENCo liaises closely with the Senior Leadership Team to analyse data and individually track pupils who are experiencing difficulties.

The class teacher/ class leader discuss any concerns with the SENCo and Head Teacher and an initial intervention plan may be put in place and parents will be informed immediately. This will then be monitored in nursery for a given period of time. If further action is required, a Targeted Learning Plan (TLP) may be required following discussions with parents. All criteria for defining Special Educational Needs are in accordance with Lancashire Education Authority policy.

Despite appropriate, good quality teaching, intervention and differentiated learning experiences, taking into account the child's age and stage of development triggers for identification of a Special Educational Need could be:

- Little or no progress made when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need;
- Working continues at levels significantly below those expected for a child of a similar age in certain areas of the Early Years Foundation Stage.
- Communication or interaction difficulties which create barriers to learning and specific interventions are needed;
- Social, emotional or mental health problems which are not improved by the techniques normally employed in the nurturing environment of the nursery;
- Sensory or physical problems create barriers to progress despite the provision of personal aids or specialist equipment.

If, following several weeks of additional support, the child continues to experience difficulties, the nursery may, with parental permission, seek the advice of external agencies such as Specialist Teacher, Educational Psychologists, the Special Educational Needs and Disability Service (SENDs) or similar. Additionally, some children may receive support from our National Health Service colleagues e.g. Speech Therapy, Occupational Therapy etc. Any plans shared with the nursery by these agencies are carried out by staff within nursery in liaison with the appropriate agency.

Factors which are NOT SEN but may affect a child's progress and attainment are taken into consideration and adaptations are made accordingly. These may include:

- A disability under the Equality Act 2010 - all reasonable adjustments will be made in order that they can access the full curriculum.
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEN. Any concerns over a pupil's behaviour will be investigated on the premise that the behaviour is an underlying

response to a need. This may be a learning difficulty or another factor, as noted above. Nursery staff will endeavour to recognise and quickly identify the reasons for the behaviour and take all reasonable steps to address the root cause.

THE GRADUATED APPROACH TO SEN SUPPORT: Assess - Plan - Do - Review

The key principles:

- The class teacher and class leader are responsible and accountable for the progress and development of the children in their group. All children are included in all areas of nursery life.
- High quality first-teaching, differentiated for individual children, is the first step in responding to children who have or may have SEN. However, despite this, some children need additional help to make progress in their learning.
- Children are only identified as SEN if they do not make adequate progress once they have been given good quality personalised learning, access to adaptations and intervention;
- Children who join nursery (either from home or another nursery) with an already identified SEND will be catered for in the same way as those identified by this nursery;
- When planning work for children with special educational needs, the class teacher/class leader give due regard to information and targets contained in the children's Targeted Learning Plan (TLP). Additionally, they may modify teaching, learning and provision as appropriate for children with disabilities.
- Additional intervention and support cannot compensate for a lack of good quality teaching;

TARGETED LEARNING PLAN CYCLE.

Term 1	Term 2	Term 3
<p>Monitored for 6 weeks (including baseline assessments). If Key Person still has concerns and tracking is below age-related, a TLP will be put in place.</p> <p>After a further 6 weeks, the TLP will be reviewed and a new one written.</p> <p>Depending on the level of progress against targets, specialist support may be sought and referrals made to other agencies.</p>	<p>Third TLP written for this term, using Portage/ Specialist Teacher advice if already received, and monitored for 6 weeks.</p> <p>Another TLP will be written for this term and reviewed on a 6 weekly cycle.</p>	<p>TLPs will continue to be reviewed on a 6 weekly cycle, taking into account any specialist advice.</p> <p>If a child is due to start in primary school, they will have a transition meeting with the SENCo and TLPs will be shared with the new school.</p>
<p>TLPs are written with the SENCo and Key Person. This is shared with the Class Lead/ Class Teacher and parent. Children may move to another class during any term. The Key Person will meet with the new class lead/class teacher, sharing TLPs, strategies and transition information. Further information can be sought from the SENCo.</p>		

PROVISION AND PROVISION MAPPING

The provision which the nursery makes is fully detailed in the SEN Information Report and Nursery's Contribution to the Local Offer which is available from the nursery office or on the website:

- Provision for any pupil with an existing EHCP will be in accordance with their EHCP.
- Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the Senior Leadership Team. Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Senior Leadership Team and SENCo to ensure that the effectiveness and efficiency of provision is maximised.
- Pupils will have access to this provision on an evidenced-needs basis and we will endeavour to ensure all pupils' needs are fully met. However, occasionally we may identify that we are unable to fully meet the needs of a pupil through our own provision arrangements. In these circumstances, a request for Education Health and Care Needs Assessment may be made to the Local Authority and/or an assessment of the unmet needs may be carried out through the EHA (Early Help Assessment). Both of these processes involve parents, the pupil and all agencies working with the pupil (and their family, where appropriate).

SUPPORTING PUPILS AND FAMILIES

- The Local Authority's Local Offer (Regulation 53, Part 4) may be found at www.lancashire.gov.uk/SEND . This links back to the nursery's SEN Information Report and Nursery's contribution to the Local Offer, which details how the nursery works with and supports families of pupils with SEND. It also details other arrangements such as access to Statutory Assessment Tests (SATs) and transition to high nurseries;
- The Local Authority's Local Offer also includes links to many other agencies which can support families and pupils;
- Parents and carers are valued and their contribution in terms of identification and support for pupils with SEN is fully recognised. Parents/carers are always welcome to discuss any matter relating to their child's progress. The arrangements to keep parents informed about matters relating to SEND (as described in this policy), are additional to the standard methods of reporting and consulting available to all parents;
- The nursery's statutory SEN Information Report (Regulation 51, Part 3, section 69(3)(a) of the Act) is available on the nursery website;
- Pupils with special educational needs will be admitted to nursery in line with the nursery's admissions policy. The nursery is aware of the statutory requirements with regard to SEND and will meet these requirements. The nursery will use induction meetings to work closely with parents to ascertain whether a pupil has been identified as having special educational needs or a disability. If the nursery is alerted to the fact that a pupil may have SEND, we will endeavour to collect all relevant information and plan a relevant differentiated curriculum.

SUPPORTING PUPILS AT NURSERY WITH MEDICAL CONDITIONS

- The nursery recognises that pupils at nursery with medical conditions should be properly supported so that they have full access to education, including nursery trips and physical education. Some children with medical conditions may be disabled and where this is the case the nursery will comply with its duties under the Equality Act 2010;
- Pupils who have medical needs may require intervention and support from staff in nursery and will have a Care Plan written for them, in liaison with the Health Service and the parents. This ensures

a safe, agreed set of principles and procedures to ensure the pupil's needs are fully met and all health and safety arrangements have been addressed.

- Some pupils may also have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed. Provision will be made for these pupils in accordance with their EHCP.
- The nursery's policy for supporting pupils with medical conditions can be obtained from the nursery office.

CHILDREN LOOKED AFTER (CLA) BY THE LOCAL AUTHORITY

- Pupils who are being looked after by the local authority may require intervention and support from staff in nursery and will have a Personal Education Plan written for them, in liaison with the Social Services.

MONITORING AND EVALUATION OF SEND

- The SENCo, via the Head teacher, reports annually on the efficient and effective use of resources for pupils identified as having SEND through evaluation of the SEN Information Report;
- The monitoring and evaluation of progress of pupils with SEND is detailed in the Graduated Approach section (above);
- For pupils with an Education, Health and Care Plan, annual reviews (6 monthly for under 5s) are carried out in accordance with the appropriate legislation and the SEND Code of Practice;
- The Head teacher and SENCo collect and analyse tracking data for all pupils on the SEND register and use this, in conjunction with information gathered from other sources (SEND learning walks, professional dialogue, discussions with pupils and parents etc) to inform the evaluation of the effectiveness of the provision;
- The SENCo liaises with the SEN Governor once per term to produce a report on the quality and effectiveness of SEND provision;

TRAINING AND RESOURCES

- The overall level of funding for SEN is delegated to the nursery by the LA and is identified in the school budget statement. Children have to meet specific criteria to be eligible for this funding. This amount is not ring-fenced;
- The responsibility for determining the amount of resource for SEN lies with the Governing Body who will seek advice from the Head teacher;
- The resources for SEND are used to provide additional adults, specific training on SEND and specialist resources. The costs of the SENCo are met from the school budget;
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all children, all staff are encouraged to undertake training and development. All teaching staff and teaching assistants will be provided with general or specific training on meeting the needs of SEND within their classroom. The SENCo is aware of relevant courses within the local area relating to SEND. All staff to have access to this information and the SENCo advises as necessary;
- Whole nursery training on SEND is arranged, as appropriate and teaching assistants are invited;
- There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working in SEND;

- All teachers and key workers undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the nursery's SEND provision and practice and to discuss the needs of individual pupils.

ROLES AND RESPONSIBILITIES

- The Governors must have regard for the Code of Practice (Children and Families Act 2014, part 3) when carrying out their duties towards all students with SEND;
- The Governors and Head teacher are responsible for the nursery's policy and approach to meeting students' special educational needs and disabilities;
- The Head teacher is the school's "responsible person" and manages the special educational needs work. The Head teacher will keep the Governing Body informed of the special educational needs provision made by the nursery;
- The SENCo is responsible for keeping a register of pupils with SEND and updating this; supporting teachers in writing Targeted Learning Plans (TLPs) and assessing pupil progress; purchasing and organising resources; liaising with external agencies; making referrals; ensuring that appropriate records are kept; supporting the transition of pupils with SEND into the nursery and into high nursery; liaising with the SEN Governor and preparing appropriate reports; liaising with non-teaching staff in relation to SEN;
- Teaching Assistants are a valuable part of the support for students with SEND. They work under the direction of the key worker to deliver targeted 1:1 teaching, as detailed in a child's TLP or Intervention Plan and focused in-class support whilst encouraging independence.

STORING AND MANAGING INFORMATION

- Documents relating to children with SEND are stored electronically on CPOMS, on an encrypted device used only by the SENCo and on the online Microsoft SharePoint, as appropriate. Access to such documents is limited to only those who need them. All records relating to children who have left are passed to the new provider/school as soon as is practical.
- Please refer to GDPR Statement.

REVIEWING THE POLICY

- This policy will be reviewed on an annual basis. The process of review will involve the SENCo and the Headteacher, then shared with the SEND Governor and the Governing Body. It will be accessible on the school website and shared with staff. Review of the policy will take into account:
 - The progress made by children with SEND at the nursery;
 - The success of the nursery at including students with SEND;
 - Any recommendations from Ofsted or the LA about improving practice;
 - Any factual changes, such as names of personnel.

ACCESSIBILITY

- The nursery's accessibility plan is available on the school website. A paper copy can be obtained by contacting the Headteacher;
- Further detail on the nursery's accessibility (including curriculum, written and physical accessibility) can be found in the SEN Information Report and Nursery's Contribution to the Local Offer;
- Nursery operates an Open-Door policy so parents can contact the nursery office at any time throughout the day to arrange an appointment to see a member of staff.

- If a parent of a child with SEND is concerned about the provision that nursery is making for them, they should, in the first instance, refer the matter to the class teacher/class leader and/or the SENCo.
- Reference should be made to the school Complaints Policy should further action be deemed necessary. We aim to deal with any complaints at the earliest opportunity but within 20 days at the latest (In accordance with the Complaints Policy).

BULLYING

- The school Anti-Bullying Policy is available from the website or the school office.
- Further details about how the nursery keeps children with SEND safe can be found in the SEN Information Report and Nursery's Contribution to the Local Offer on our website.

Approved by Governors: June 2025

Next Review Due: June 2026

Appendix

List of personnel involved in SEND issues

NAME	POSITION
Mrs J Slater	Headteacher
Mrs E Robinson	SENCo
Mrs T Thomas	SEN Governor
Mr C Woolford	Chair of Governors
Mrs J Slater	Assessment Co-ordinator
Mrs C Farr	Managing Medical Needs Responsibility
Mrs J Slater	Designated Teacher with Specific Safeguarding Responsibility
Mrs J Clegg	Managing PPG/CLA funding Responsibility