



**The Sue Hedley Nursery School**  
**Policy for Special Educational Needs, Disabilities and Inclusion**  
**2024/2025**

**Introduction:**

The Sue Hedley Nursery School is committed to providing an appropriate and high-quality education to all children accessing our setting. We believe that all children, including those identified as having Special Educational Needs and Disabilities (SEND), have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

The Sue Hedley Nursery School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways that take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Girls and boys
- Minority ethnic and faith groups, Travellers, Asylum Seekers and Refugees
- Learners who need support to learn English as an additional language (EAL)

- Learners with Special Educational Needs
- Learners with a disability
- Those who are gifted and talented
- Those who are looked after by the Local Authority
- Others such as those who are sick; those who are young carers; those who are in families under stress;
- Any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of the Early Years children in whom maturity is a crucial factor in terms of readiness to learn.

We believe that many pupils at some time in their school career may experience difficulties which affect their learning, and we recognise that these may be long or short term. At The Sue Hedley Nursery School we aim to identify these needs as they arise and provide teaching and learning contexts that enable every child to achieve his or her full potential.

The Sue Hedley Nursery School sees the inclusion of children identified as having Special Educational Needs as an equal opportunities issue; in addition we will aim to model inclusion in our staffing policies, relationships with parents/carers and the wider community. We are trying to move from an SEN approach that locates a problem with the child to looking at what additional provision we need to make for specific children.

The SEN Co-ordinator is: **Sarah King**

#### **Our aims and objectives:**

- To implement and follow a staged process of assessment as outlined in the school Special Needs Procedure and the Code of Practice.
- To develop a system for early identification and assessment of a child's special educational needs.

- To encourage the participation of parents in their children's work, play, the assessment procedure and reviews.
- To seek support from the appropriate external agencies when required.
- To provide a differentiated and balanced curriculum that meets the needs of all the children.
- To ensure the SEN training for the whole staff and the SEN Co-ordinator is an integral part of the school's improvement.
- To provide a differentiated curriculum and activities to meet the needs of every child.
- To ensure that detailed records are kept on all children with special educational needs including speech therapy.
- To ensure that all staff working with the child are involved in drawing up Action Plans.
- To promote opportunities for discussion between staff and parents/carers focusing on the needs of their children.
- To provide opportunities and the necessary support needed for every child to access a full early year's curriculum.

### **What are special educational needs (SEN)?**

The term 'special educational needs' has a legal definition. Children with SEN all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age,

We recognise that children may have barriers to their learning as a result of having needs in one or more of the following areas as identified by the Code of Practice:

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

Children must not be regarded as having special educational needs solely because their home language is different from the language in which they will be taught.

Many children will have SEN of some kind at some time during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. But a few children will need extra help for some or all of their time in school.

**SEN could mean that a child has difficulties with:**

- all of the activities on offer in school
- understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- behaving appropriately in school
- organising themselves; or
- some kind of sensory or physical needs which may affect them in school.

This SEN Policy details how this early years setting will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and how those needs are made known to all who are likely to teach them. The school will use its best endeavours to ensure that all staff working in the school are able to identify and provide for those pupils experiencing barriers to their learning. We aim to allow all pupils to join in with the activities of the setting, so far as it is reasonably practical and compatible with all children receiving an efficient education which fulfils their particular needs.

The setting will have regard to the requirements of the Special Educational Needs Code of Practice when carrying out its duties towards all pupils with special educational needs and will ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. This setting recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them. All parents of children with special educational needs will be treated as partners in their child's learning and will be supported to play an active part in decisions about their child's education.

Children and young people with special educational needs have a unique knowledge of their own needs and, wherever practical according to the age and ability of the child, they will be

encouraged to participate in the assessment of their needs, the review and the transition process.

### **Identification and Assessment Arrangements**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**

- Nursery staff are responsible for the initial identification and assessment of children with the support of the SENCO.
- Observations, parental concern and assessments of the individual child are used for identification of SEN. We seek to work in close partnership with parents from the beginning.
- Monitoring of individual children's progress throughout Nursery is essential. When a child appears not to be making adequate progress, then it may be necessary to use alternative approaches to learning for that child. Ongoing difficulties may indicate the need for help above that which is normally available for children in our setting.

#### *Identification*

- It is crucial that any child with SEN be identified as early as possible. Nursery staff are in a key position to observe children in their group closely and recognise any child who is experiencing learning difficulties.
- Close systematic observation notes are kept. Action Plans/interventions are designed by key workers and SENCO and are used together with informal discussion with the necessary agency.

#### *Monitoring and Evaluation*

The SENCO and the key worker, in consultation with parents, will decide on the *Action* needed to help the child to progress in the light of their earlier assessment. This *Action* will comprise of individualised arrangements for learning and teaching.

These arrangements may include:

- Extra adult time in devising the nature of the planned intervention and monitoring its effectiveness
- The provision of different learning materials or special equipment
- Some individual or group support or staff development and training to introduce more effective strategies
- Access to LEA support services for one-off or occasional advice on strategies or equipment
- Staff training to provide effective intervention without the need for regular or ongoing input from external agencies.

An Action Plan will be devised for children considered in need of extra support. Action plans comprise:

- The short-term targets set for the child,
- The teaching strategies which will be used
- The provision to be put in place,
- When the plan is to be reviewed
- The outcome of the action taken.

Action plans are continually kept 'under review,' but are formally reviewed a minimum of three times a year, depending on the needs and progress of the child. Parents' will be consulted as part of the review process.

### **Roles and Responsibilities**

The Designated Teacher for safeguarding is **Ashley Borthwick**.

The member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils is **Ashley Borthwick**.

The named SEN Governor is **Katherine Bruce** Her role is to work closely with the SENCo to ensure that provision for SEN in school supports staff in achieving the aims for all children in The Sue Hedley Nursery School and also to keep other governors informed about SEND developments as well as to challenge the SLT with regard to SEN provision in the school.

In this Early Years setting the SENCO is **Sarah King**.

The SENCO will have responsibility for:

- Ensuring liaison with parents and other professionals in respect of children with special educational needs
- Advising and supporting other practitioners in the setting
- Ensuring that appropriate Action Plans are in place
- Ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated.

The SENCO will take the lead in further assessment of the child's particular strengths and areas of support; in planning future support for the child in discussion with colleagues and in monitoring and subsequently reviewing the action taken. The SENCO will also ensure that appropriate records are kept including a record of children who have an action plan and those with an Education and Health Care Plan (EHCP) statements. The key worker usually responsible for the child will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme in conjunction with the class teacher/SENCo.

It is the role of the Key Workers to implement any action plans and interventions for children with specific needs with the support of the SENCo.

Children with medical conditions will be supported in line with the school's policy on medication and supporting children with medical needs, which is available on the school website.

### **Involving specialists**

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, we will consider involving specialists. This could include, for example, speech and language therapists, specialist teachers for the hearing or vision impaired, occupational therapists or physiotherapists. Parents will always be involved in any decision to involve specialists. The involvement of specialists 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 Key Worker, together with the specialists, and involving the pupil's parents, will consider a range of evidence-based and effective teaching approaches, appropriate equipment,

strategies and interventions in order to support the child's progress. Outcomes and support will be agreed, including a date by which progress will be reviewed.

### **Requesting an Education, Health and Care needs assessment**

SEN support is adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school 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, the school or parents should 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.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.

Before children start at our school we offer parents a home visit and invite parents and children to visit us and spend some time in nursery together. Induction is carefully planned so that families feel involved from the very beginning.

To support transition, we share information with the school or setting that the child is moving to. We agree with parents and pupils the information to be shared as part of this planning process.

### **Partnership with parents/carers**

The school works closely with parents and carers in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. Parents and carers have much to contribute to our support for children with SEND. Our School SEND Information Report for children with SEND is accessible on our school website and contains arrangement for children with SEND within our school as well as a link to the Local Authority's Local Offer. We have regular meetings each term to share the progress of special needs children with their parents. We inform parents and carers of any outside intervention and we share the process of decision making by providing clear information relating to the education of children with SEND.



## **The School's Arrangements for SEN and Inclusion In-Service Training:**

The use made of teachers and facilities from outside the school, including support service:

- The SENCO attends regular network meetings to update and revise development in Special Needs Education and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through the schools long-term goals and the School Development Plan. In-Service training and individual professional development is arranged to match these targets.
- In-house Additional Needs and Inclusion training is provided through staff meetings by the SEND Teachers/SENCO.
- All Staff have access to professional development opportunities and are able to apply for Additional Needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional expertise and the management team will ensure tailor-made training where this is appropriate.

## **Inclusion Principles**

- Staff at The Sue Hedley Nursery School value pupils of different abilities and support inclusion.
- Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best placement for each child.
- Within both large and small groups, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs may be part of this process.

## **Arrangements for Providing Access to Learning and the Curriculum**

- The school will ensure that all children have access to a balanced and broadly based curriculum. No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.
- Learning opportunities will be engaging, rewarding and effectively differentiated and teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.

- Differentiation takes a variety of forms within teacher planning
- Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with sensory or mobility impairments or specific learning difficulties will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure that the hidden curriculum and extra-curricular activities are barrier free and do not exclude any pupils.

### Handling complaints

1. If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the **SENCO**, who will try to resolve the situation.
2. If the issue cannot be resolved within 10 working days, the parents can submit a formal complaint to the **Head Teacher** in writing or any other accessible format, the Head Teacher will reply within 10 working days.
3. Any issues that remain unresolved at this stage will be managed according to the school's **Complaints Policy**. This is available, on request, from the school office.

This policy will be reviewed annually by the SENCo and the SEN Governor.

Signed: \_\_\_\_\_ Chair of Governors

Signed: \_\_\_\_\_ Head Teacher

Signed: \_\_\_\_\_ SENCo

Date: \_\_\_\_\_

## **Appendix I**

### **Individual difficulties**

#### **1. Speech and language needs**

There is always a group of children whose language development is delayed.

We aim to identify these children and provide:-

Opportunity for lots of talk with adults.

Opportunity for lots of talk amongst children through group activities.

More structured interaction in a small group using speech/language programmes given by the speech therapist. (This is overseen by a member of staff).

Opportunity to extend and develop the use of language and widen vocabulary.

Help with pronunciation – listening activities, songs and rhymes.

Referral to speech therapist where concern exists or referral to Educational Psychologist.

Specific help as a result of such referrals and recommendations.

#### **2. Physical needs**

##### **(a) Hearing**

Identification of problems by observation. Arrangement for testing where concerns arise. Specific help for hearing impaired children in consultation with specialists.

(b) Sight

Identification of children with need, by observation. Referral if necessary. Special provision in conjunction with specialists.

(c) Incontinence

This is not only a problem with children with special educational needs but occasionally has to be coped with in the everyday nursery situation where development of control is late either because of lack of training or emotional need. Staff are able to do this with the minimum of fuss and in a consistent manner.

(d) Mobility or Lack of Co-ordination

This will be provided for and monitored in conjunction with specialists. E.g. physiotherapists and occupational therapists

### **3. Social and/or emotional needs**

These are often identified through observation of the children's behaviour or by consultation with parents/carers. Occasionally children are referred through the Child Development Centre or the Clinical Psychologist.

Awareness of social needs is vital in establishing good relationships between school and home. Problems at home will affect the child, even if indirectly.

We aim to be aware of any signs of child abuse and child protection procedures will be followed.

### **4. Specific categories of need**

E.g. Children with Down Syndrome, Spina Bifida, Cystic Fibrosis or Dyspraxia.

## **Appendix II**

### **Underachievement**

We are aware that some of the children attending Nursery may have dips in their achievement from time to time which may affect their progress. These could be due to several factors such as:

**Family circumstances**

Family break up

Family illness

Family bereavement

Neglect

Abuse

**Within-child factors**

Tiredness

Illness

Low self esteem

Poor social skills

Sensory or physical impairment

Specific learning difficulties

**School Factors**

Lack of challenge

Passive learning environment

Inappropriate curriculum

Mismatch between activities on offer and pupil's interests

Exclusion/ absence

At The Sue Hedley Nursery School we aim to address potential causes of underachievement and ensure that children with SEN are supported to make good or outstanding progress in their time with us. We acknowledge our duty to ensure that pupils with SEN and/or disabilities are given the support they need and appropriate resources to enable them to fully access the curriculum so that they can achieve their potential in their Nursery year.

### **Appendix III**

Professionals who may be involved in the procedure of identifying a child's special educational needs:-

- Health Visitor
- Pre-School Speech Therapist
- Speech therapist for children with special educational needs
- Portage and Pre-School Home Teaching Service
- Educational Psychologist
- Community Paediatrician
- Social Services
- Physiotherapist
- Service for children with visual impairment
- Service for children with hearing impairment
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### **Speech Therapy Service**

Towards the end of the child's first half term in Nursery, each group leader is asked to identify any children who are felt to have any speech/language problems. The Communication Skills screening tool is used to flag up any children who may not be at the expected age-related level in their understanding, production of sounds or general speech development. Staff will advise parents if they think there may be a potential difficulty and will ask parental permission to refer the child on for a speech and language assessment with the speech and language team (SALT). After an initial assessment by SALT, children may be put on the waiting list for speech therapy, or parents and staff may be given advice on how to support the child's natural speech development.

Reviews are carried out accordingly and any relevant information is passed onto the child's infant school.

## **Portage and Pre-School Teaching Service**

This service liaises with ourselves to inform us of any children on our waiting lists for whom referral has already been made.

Obviously it is more beneficial if we are aware of a child's SEN before they are admitted to the nursery, because then the necessary support can be arranged and a place allocated on the basis of the support provided.

### **In compliance with:**

#### **Children and Families Act 2014 - SEN Information Report**

(1) This section imposes a duty on—

- (a) the governing bodies of maintained schools and maintained nursery schools in England, and
- (b) the proprietors of Academy schools.

(2) A governing body or proprietor must prepare a report containing SEN information.

(3) "SEN information" is—

- (a) such information as may be prescribed about the implementation of the governing body's or proprietor's policy for pupils at the school with special educational needs;
- (b) information as to—
  - (i) the arrangements for the admission of disabled persons as pupils at the school;
  - (ii) the steps taken to prevent disabled pupils from being treated less favourably than other pupils;
  - (iii) the facilities provided to assist access to the school by disabled pupils;
  - (iv) the plan prepared by the governing body or proprietor under paragraph 3 of Schedule 10 to the Equality Act 2010 (accessibility plan).

(4)In this section—

“disabled person” means a person who is a disabled person for the purposes of the Equality Act 2010;

disabled pupil” includes a disabled person who may be admitted to a school as a pupil

**The Special Educational Needs and Disability Regulations 2014**

**Equality Act 2010**