

Special Education Needs and Disability Policy (SEND)

Rationale – or why we do it

The purpose of this policy is to:

- Enable all children to fully access the Early Years Foundation Stage Curriculum.
- Provide a consistent approach to ensure that the educational needs of all our children are met appropriately.
- Promote the recognition that all children are individual and their educational needs will reflect this.
- Recognise the important role that families play in the meeting of individual needs.
- Promote the early, realistic evaluation of needs through careful assessment, planning, 'doing' and reviewing.
- Raise staff awareness of our shared commitment to meeting the individual needs of all our children.

Aims

We are **all** committed to promote teaching that 'helps each child feel valued and have the opportunity to reach their full potential' and 'to promote and enhance spiritual, moral, cultural, intellectual and physical development of children'. We have due regard to the 'Special Educational Needs 'Code of Practice' 2015.

Therefore we aim to:

- Take action to remove barriers to learning.
- Put effective special educational provision in place.
- Provide SEND support in the form of a four-part cycle of action: assess-plan-do-review. (This is known as the graduated approach).
- Support the inclusion of all children within our Nursery School.
- Celebrate children's achievements and recognise individual effort.
- Provide appropriate teaching techniques and resources, which offer support for identified needs whilst challenging children to reach their full potential (provision will be needs-led).
- Support the full participation of parents and families in the identification of children's specific needs to work with them to produce and then evaluate appropriate 'Individual Targeted Plans' for their child.
- To use the 'Early Help Assessment' processes to co-ordinate provision and referrals to specialist services.

- To use the Early Years Foundation Stage individual trackers to provide appropriate pupil profiles. (These will demonstrate both individual progress and needs).
- To use the Early Support Developmental Journal materials to support the EYFS trackers by identifying smaller steps in children's progress.

Implementation

To ensure that we meet the aims of our policy and follow the Government requirements as set out in the 'SEND Code of Practice', we follow these guidelines.

Specifically for **early years**, the Code of Practice calls for:

- All early years' providers to have arrangements in place to support children with Special Educational Needs and Disabilities (SEND). These arrangements should include a clear approach to identifying and responding to SEN.
- Early years providers **must** provide information for parents on how they support children with SEN and disabilities and they should regularly review and evaluate the quality and breadth of the support they offer or can access for children with SEND.
- Parents need to be informed if special educational provision is being made for their child.
- When a child is aged between two and three, early years practitioners must review progress, including speech, language and communication development and share this with parents. The review must identify strengths and areas for concern. (This takes place within the Day Care and Nursery Twos provision).
- **All** those who work with young children should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that **all** practitioners listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children themselves.

The Code of Practice is clear about the need for **early identification** of SEN as best practice. At Grosvenor Nursery School we understand the benefits of early identification. We believe that identifying individual needs at the earliest point, and then making effective provision, improves long-term outcomes for children. Those children with more complex developmental and sensory needs may be identified at birth. Health assessments enable the very early identification of a range of medical and physical difficulties. At Grosvenor Nursery School we work closely with health services, including Paediatricians, Health Visitors, Speech and Language Therapists, Physiotherapists etc. We work with the family, support them to understand their child's needs and help them access early support.

To ensure that we meet the aims in our policy, we follow these recommendations:

- Children will be offered appropriate support to ensure full inclusion within the nursery.
 - **All** members of staff will share responsibility and actively participate, seek training or professional help where necessary, to meet the needs of individual children.
 - The child's key person will be responsible for children's Individual Targeted Plans after discussion with the school's SENCO, the child and parents/carers. Staff will also be responsible for selecting and using a variety of observation and assessment tools in order to keep accurate, up to date information in the children's individual SEND files and Learning Journals.
 - Regular contact will be maintained with other interested professionals, through the Early Help Assessment process. Review meetings will be held with feeder schools, Woodbridge SEND Service, Educational Psychology Service and other agencies where necessary.
 - Confidential data will be protected and stored in a locked area.
 - There are designated SEND Co-ordinators for children with special educational needs. It will be their role to ensure these guidelines and the aims of the policy are carried out, and that staff work together, with families and other agencies to support the individual needs of every child.
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- Our present SENCOs are Mrs Sandra Dawber and Mrs Debbie Mason
 - Our Governor responsible for SEND is Mr Eric Brindle.

Grosvenor Nursery School and Day Care 2025

To be reviewed September 2026