

Tenterfield Nursery School

Special Educational Needs and Disabilities (SEND) Policy

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Values



Vision

- To deliver high quality education in a supportive, caring and secure environment in which everyone is valued.
- To provide a centre for the families in our community to learn, grow and play.
- To continue to offer exceptional specialist provision for children and families with additional needs.

Aims

- Including everyone, celebrating differences and similarities between people and cultures.
- Everything we learn comes through play and fun
- Building the foundations for a lifelong love of learning through a child led journey.
- Learning is exciting, relevant, meaningful and irresistible.
- Fostering a can-do attitude to help children become resilient and independent.
- Understanding the importance of listening to each other, communicating in a kind and respectful way.
- Ensuring that we capture and build upon awe and wonder moments in the world.
- Nurturing well rounded and happy individuals.
- Developing imagination, exploration, investigation and independent thinking.
- Providing the freedom to explore and learn in an outdoor, multi-sensory environment.

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1. Introduction

Tenterfield Nursery School is committed to providing a fully inclusive environment where all children feel valued, respected and supported to achieve their potential. Inclusion is embedded within the nursery's vision, values and aims and underpins all aspects of our practice.

We recognise that every child is unique and that some children may require additional support to access learning and participate fully in nursery life. Our approach ensures that children with Special Educational Needs and Disabilities (SEND) are identified as early as possible and receive appropriate support through high-quality teaching, reasonable adjustments and targeted provision.

The nursery is committed to promoting equality of opportunity and eliminating discrimination. We seek to ensure that children with SEND are able to participate in all aspects of the Early Years Foundation Stage curriculum alongside their peers and develop the confidence, independence and skills necessary for future learning.

Strong partnerships with parents, carers and external professionals are central to our work. We recognise the importance of collaboration in ensuring that children receive consistent and effective support.

2. Aims

The aim of this policy is to ensure that children with SEND are supported to access a broad and balanced Early Years curriculum and are able to make good progress from their starting points.

The nursery seeks to identify children's needs at the earliest possible stage and to provide appropriate support through inclusive practice and targeted intervention where necessary. We aim to remove barriers to learning and ensure that children with SEND are able to participate fully in nursery activities.

The policy also aims to ensure that staff understand their responsibilities in supporting children with SEND and that effective partnerships are developed with parents, carers and external professionals.

3. Legislative Framework

This policy is written in accordance with the statutory requirements set out in the Children and Families Act 2014, the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014.

The policy reflects the guidance contained within the SEND Code of Practice: 0–25 years and the Early Years Foundation Stage Statutory Framework. It also takes account of relevant statutory guidance including Supporting Pupils with Medical Conditions and Keeping Children Safe in Education.

This policy should be read alongside the nursery's SEND Information Report and other relevant policies available on the school website.

4. Definition of Special Educational Needs and Disability

The nursery uses the definition of SEND set out in the SEND Code of Practice. A child is considered to have special educational needs if they have a learning difficulty or disability which requires special educational provision to be made.

A child has a learning difficulty or disability if they have significantly greater difficulty in learning than most others of the same age or if they have a disability that prevents or hinders them from making use of the educational facilities generally provided for children of the same age.

Special educational provision refers to support that is additional to or different from the provision normally available within the setting.

Many children with SEND may also meet the definition of disability under the Equality Act 2010. A disability is defined as a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

5. Roles and Responsibilities

- **The Governing Body** has overall responsibility for ensuring that the nursery fulfils its statutory duties in relation to SEND. Governors monitor the effectiveness of SEND provision and ensure that the nursery is working in line with national legislation and guidance.
 - **A designated SEND Governor** works with the Headteacher and SENCo to review the quality and effectiveness of SEND provision and supports the strategic development of inclusive practice within the nursery.
 - **The Headteacher** has overall responsibility for the implementation of this policy and for ensuring that the nursery provides an inclusive learning environment. The Headteacher works closely with the SENCo and governing body to ensure that resources are used effectively and that staff are supported to meet children's needs.
 - **The Special Educational Needs Coordinator (SENCo)** is responsible for coordinating the day-to-day provision for children with SEND. This includes supporting staff in identifying and assessing children's needs, advising on appropriate strategies and interventions, liaising with parents and external professionals and monitoring the effectiveness of support.
 - **Early Years practitioners and key persons** are responsible for the progress and development of the children in their care. They implement inclusive teaching strategies, monitor children's learning and work closely with the SENCo to plan and review support.
 - **Support staff** assist in delivering targeted interventions and provide valuable observations which contribute to the assessment and review process.
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6. Identifying Special Educational Needs

Early identification of need is essential in ensuring that children receive appropriate support and are able to make good progress. Information about each child's development is gathered from a range of sources before and during their time at the nursery.

This may include discussions with parents and carers, information from previous settings and reports from health visitors or other professionals.

Children's learning and development are monitored through ongoing observation and assessment in line with our bespoke curriculum and the Early Years Foundation Stage. Practitioners regularly review children's progress and discuss their development during pupil progress meetings.

Particular attention is given to children's communication and language development, physical development and personal, social and emotional development, as these areas provide the foundations for learning.

All children are screened using the WellComm speech and language assessment during their first term at the nursery in order to identify any early speech and language needs.

7. Areas of Need

Children's special educational needs are generally thought of within four broad areas as identified in the SEND Code of Practice. These include

- communication and interaction
- cognition and learning, social
- emotional and mental health
- sensory or physical needs.

The purpose of identifying these areas is to ensure that the most appropriate support can be provided for each child.

8. SEN Support and the Graduated Approach

Where a child is identified as having SEND, the nursery follows the graduated approach described in the SEND Code of Practice. This approach involves a continuous cycle of assessing a child's needs, planning appropriate support, implementing the support and reviewing its effectiveness.

Practitioners work closely with the SENCo and parents when planning support strategies. Individual Support Plans are used to record agreed outcomes and the provision required to support the child.

The child's key person remains responsible for working with the child on a daily basis and for implementing agreed strategies within the nursery environment. The SENCo supports practitioners in reviewing progress and adjusting provision as necessary.

9. Curriculum Accessibility

The curriculum at Tenterfield Nursery School is designed to be inclusive and accessible to all children. Staff make reasonable adjustments to ensure that children with SEND are able to participate fully in learning opportunities.

Adaptations may include the use of visual supports, sensory resources, structured routines and communication strategies such as Makaton. Practitioners plan activities that build on children's interests and strengths in order to promote engagement and confidence.

Children's progress is monitored through observation and assessment to ensure that they continue to develop skills and knowledge over time.

10. Training and Professional Development

Staff at Tenterfield Nursery School are committed to developing their knowledge and skills in order to provide high-quality support for children with SEND.

Professional development may include training in:

- communication strategies
- speech and language development
- sensory processing
- attachment and trauma-informed practice.

Staff receive guidance and support from the SENCo as well as opportunities to attend external courses and local authority briefings.

The SENCo participates in local SEND networks and professional forums to ensure that the nursery remains informed about current developments in SEND practice and legislation.

11. Partnership with Parents and Carers

Tenterfield Nursery School recognises the important role that parents and carers play in their child's development. The nursery values the knowledge and understanding that families have about their children and works closely with them to support learning and development.

Parents are encouraged to share information about their child's strengths, interests and needs. Regular opportunities are provided for parents to discuss their child's progress with staff. When a child receives SEND support, parents are involved in reviewing progress and planning next steps.

12. Working with External Agencies

In some cases, additional expertise is required to support children effectively. The nursery works collaboratively with a range of professionals including:

- educational psychologists
- speech and language therapists
- occupational therapists
- health visitors
- specialist advisory services.

These professionals may provide assessments, advice or direct support in order to ensure that children receive the most appropriate provision.

13. Funding and Resources

The nursery receives funding from the local authority to support children with SEND. The Headteacher and SENCo ensure that resources are allocated appropriately to meet children's needs.

Where necessary, the nursery may apply for additional funding such as Early Years Inclusion Funding, Disability Access Funding or Local High Needs Funding.

14. Education, Health and Care Plans

Where a child requires support beyond that which the nursery can normally provide, an Education, Health and Care needs assessment may be requested with the agreement of parents.

An Education, Health and Care Plan outlines the child's needs and the support required to meet them. These plans are reviewed annually to ensure that the provision remains appropriate.

15. Admissions

Children with SEND are welcomed at Tenterfield Nursery School in accordance with the nursery's Admissions Policy. Where the nursery is named in a child's Education, Health and Care Plan, the nursery has a duty to admit the child.

16. Transition

Transitions are carefully planned to ensure continuity of support for children with SEND. When children start at the nursery, staff gather information from families and previous settings in order to understand each child's needs.

When children move on to school, relevant information about their learning and support strategies is shared with the receiving setting to support a smooth transition.

17. Monitoring and Review

This policy is reviewed annually by the SENCo and Headteacher and approved by the Governing Body. The nursery regularly evaluates the effectiveness of its SEND provision to ensure that children receive high-quality support and that practice remains in line with current legislation and guidance.

18. Complaints

Parents who have concerns about SEND provision are encouraged to discuss these with their child's key person or the SENCo. If concerns remain unresolved, parents may follow the procedure outlined in the nursery's Complaints Policy, which is available on the school website.

19. Links to Other Policies

This policy should be read alongside other key nursery policies including:

- Accessibility Plan
 - Therapeutic Approach to Behaviour Policy
 - Equality Objectives
 - Supporting Pupils with Medical Conditions Policy
 - Child Protection Policy
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Appendix A

SEND Pathway Used by Hertfordshire Early Years Settings

Tenterfield Nursery School follows the graduated approach to identifying and supporting children with Special Educational Needs and Disabilities (SEND) as outlined in the **SEND Code of Practice (0–25 years)** and supported by the **Hertfordshire Local Authority SEND pathway**.

The pathway ensures that children's needs are identified early and that support is provided in a structured and graduated way. The process involves increasing levels of support depending on the child's needs.

1. Universal Provision

All children at Tenterfield Nursery School access high-quality inclusive teaching as part of the Early Years Foundation Stage curriculum.

At this level, practitioners:

- Provide a stimulating and inclusive learning environment.
- Adapt teaching strategies to meet the needs of different learners.
- Monitor children's development through observation and assessment.
- Work in partnership with parents and carers to support children's learning.

Most children's needs can be met through high-quality universal provision.

2. Early Identification

If a child is identified as making less progress than expected, practitioners will begin to explore possible barriers to learning.

This may involve:

- Additional observations and assessments.
- Discussions with parents or carers.
- Consultation with the SENCo.
- Use of screening tools such as speech and language assessments.

The purpose of early identification is to ensure that children receive support as soon as possible.

3. SEN Support (Graduated Approach)

If a child requires support that is additional to or different from the usual provision within the setting, they may be placed on **SEN Support**.

Support is planned and reviewed through the **Assess–Plan–Do–Review cycle**:

Assess

Staff gather information about the child's needs through observation, assessment and discussion with parents and relevant professionals.

Plan

Appropriate support strategies and outcomes are agreed with parents. These may be recorded in an Individual Support Plan or similar document.

Do

The agreed support strategies are implemented by practitioners within the nursery environment.

Review

Progress is reviewed regularly to evaluate the effectiveness of the support and to identify next steps.

The SENCo works closely with practitioners and parents throughout this process.

4. Involvement of External Professionals

Where a child requires more specialist support, the nursery may seek advice from external professionals.

This may include services such as:

- Speech and Language Therapy
- Educational Psychology
- Occupational Therapy
- Health visitors
- Specialist advisory teachers

These professionals may provide assessments, recommendations or direct support to help ensure that the child receives appropriate provision.

5. Additional Funding Support

Where children require significant additional support, the nursery may apply for additional funding through the local authority.

This may include:

- Early Years Inclusion Funding
- Disability Access Funding

- High Needs Funding

Funding is used to provide additional resources, specialist support or staffing where required.

6. Education, Health and Care Needs Assessment

If a child's needs are complex and require support beyond that normally available within the nursery, the setting may request an **Education, Health and Care (EHC) needs assessment** with the agreement of parents or carers.

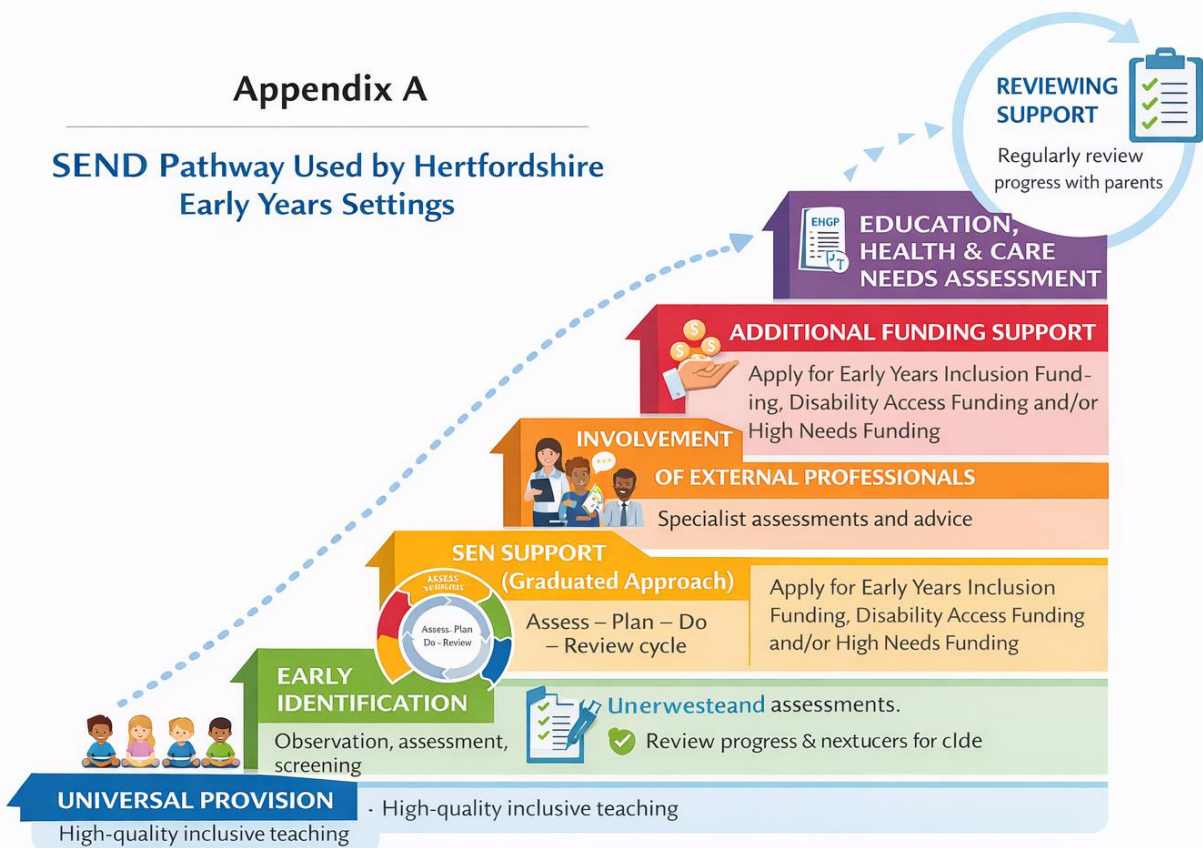
The assessment process involves gathering information from parents, the nursery and relevant professionals to determine whether an **Education, Health and Care Plan (EHCP)** is required.

An EHCP outlines the child's needs and the support that must be provided to meet those needs.

7. Reviewing Support

Children with SEND are supported through regular review of their progress.

Support plans are reviewed with parents to ensure that strategies remain effective and appropriate. Adjustments are made where necessary to ensure that children continue to make progress and are able to participate fully in nursery life.





How the Graduated Approach Works in Practice

The cycle is ongoing and ensures that support is regularly reviewed and adapted to meet the child’s changing needs.

Practitioners, the SENCo and parents work together to evaluate progress and decide whether strategies should continue, be adapted or increased.

The child’s key person remains responsible for delivering support within the nursery environment, while the SENCo provides guidance and coordinates provision where necessary.

