



Policy	Special Educational Needs and Disability (SEND)		
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Signed – Headteacher			
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V2	April 2022	LJ	Minor change - Admissions section on page 2 shortened – directed to Admissions Policy.
V3	April 2023	LJ	Minor change - highlighted page 3
V4	April 2024	LJ	No changes
V5	April 2025	LJ	No changes

STATEMENT OF POLICY

This policy summarises the nursery school's approach to SEND and how statutory duties and requirements are fulfilled.

Our understanding of SEND is aided by definitions provided within 'Special educational needs and disability Code of Practice: 0 to 25 years- statutory guidance' (Department for Education 2015):

'Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition'

'For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children'

In addition, the Early Years Foundation Stage (EYFS) framework sets the standards that we must meet to ensure that all children, including those with SEND, learn and develop well and are kept healthy and safe. This includes our ongoing assessment of children's educational needs and progress.

This policy is underpinned by statutory duties and responsibilities which include:

Special educational needs and disability code of practice: 0 to 25 years 2015; Children and Families Act 2014 and associated regulations; The Special Educational Needs and Disability Regulations 2014; The Equality Act 2010; Duty to support pupils with medical conditions: Section 100; The Statutory Framework for the Early Years Foundation Stage.

OBJECTIVES

We believe that we have responsibility to:

- Provide a high quality, well-balanced, broad and carefully differentiated curriculum for all of our pupils, enabling them to reach their full potential as learners;
- Support pupils to develop their independence and skills required for life;
- Match our provision to the identified individual needs;
- Be committed to Inclusion – both within school and outside the school context;
- Ensure provision is in line with that of the Local Authority (LA);
- Work in close partnership with the LA and with parents, carers and other professionals to guarantee best outcomes for pupils;
- Be thoughtful, responsible and accountable when allocating resources,

ADMISSIONS

Places at the nursery schools are generally allocated by a panel which consists of the Head Teacher and representatives from the Local Authority's Special Educational Needs Service (SENA) and the Early Years SEN Inclusion. A referral is usually made by an Early Years Inclusion Practitioner but can also be made by SEN. Further information can be found in the nursery school's Admissions Policy.

PROVISION

The nursery schools support children from the age of two up to the age of 5. We meet the needs of pupils with a range of additional needs which can include:

- severe learning difficulties
- Autism Spectrum Disorders
- profound and multiple learning difficulties
- complex learning difficulties
- communication and language difficulties
- social and interaction difficulties

Often, given their young age, children's difficulties are undiagnosed but the common factor is that we provide education for those children who require high staffing ratios and an individualised teaching approach.

All children are supported through personalised approaches that reflect their unique needs and priorities for future learning. A comprehensive system is in place to assess and monitor pupil progress within the EYFS's areas of learning.

In preparation for their transition to school we assess each pupil's needs and request statutory assessment when thresholds are met. The vast majority of pupils leave the settings with an Education and Health Care Plan.

Should practitioners, the Head Teacher or the Governors feel that an individual pupil is ill-placed in our setting, it is their duty to report the matter to the parents and to Leicestershire Authority.

WORKING WITH PARENTS

Parents have a right to information and full involvement in the education of their children. Parents have the right to have their views respected. As settings, we value parental input and provide a range of opportunities that enable parents / carers to be actively involved in all aspects of their child's learning. We recognise that outcomes for pupils are enhanced when families and practitioners have a strong and collaborative relationship; parents are encouraged to join in all aspects of nursery school life and we promote our 'open door' ethos.

WORKING WITH OTHERS

Governors have the right to full involvement in, and oversight of, the work of the nursery schools. The day-to-day running of the nursery schools is delegated to the Headteacher, but Governors set the strategic direction, and are responsible for major policy decisions. Governors also monitor the work of the nursery schools and offer challenge in respect of leadership, practice and innovation.

A range of professionals such as Physiotherapists, Occupational Therapists, Speech and Language Therapists and Vision and Hearing Support Service work closely with us and visit the settings regularly. By working closely with others, we feel we are able to provide children with the best opportunities to learn and develop as we work towards shared targets and objectives and adopt a consistent approach. Additionally our role also involves working with professionals from other fields to ensure that children's needs are effectively met and that outcomes are enhanced.

INCLUSION

As a setting, we value inclusion and recognise it in three different forms:

1. **Within the nursery school;** we believe all pupils have the right to be included in all activities and experiences. There are occasions when grouping occurs (in order to best meet individual needs); there are occasions when pupils are withdrawn from the classroom (e.g. to access the multi-sensory room or distraction free room); and there are rare occasions when pupils will not go on outings that other might attend (e.g. because it is known that the trip would cause distress). But decisions over such matters are taken in full consultation with parents and are only taken in extreme circumstances when alternative arrangements are not possible.
2. **Within the local community;** we organise regular visits and outings so that children's learning can be enriched by experiences in new and different environments e.g. library, café and shops.
3. **Learning alongside mainstream peers;** we recognise that pupils can profit from speech, language and social inclusion opportunities and look to provide these when appropriate e.g. Outreach support for settings attended by our pupils and inclusion links to and from local preschools.

FINANCE

The nursery schools are formula funded through Leicestershire's High Needs Funding which is apportioned on a needs-led basis. Governors allocate the available funds according to the needs of pupils to ensure curriculum entitlement and access for all pupils. To achieve this, the budget at both settings is mostly spent on staffing. Monitoring is carried out in a variety of ways including:

- Annual Reviews
- Assessment of needs (banding)
- School Improvement Plan
- Monitoring of Pupil attainment and progress
- Governors' Finance Sub-Committee