Wallace Road Nursery School
Special Educational Needs Policy

Special Educational Needs Coordinator (SENDCo): Tatyanna Antoine

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65).** It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014

Ofsted Section 5 Inspection Framework September 2015
Ofsted SEN Review 2010 "A Statement is not enough"

Equality Act 2010

Children and Families Act 2014

Early Years Foundation Stage Framework March 2014

1. **Our commitment and ethos**
   At Wallace Road Nursery School, we are committed to supporting each child in their chosen learning route. We include all children from all backgrounds with varying needs and abilities. Some children will need more adult support than others, in different ways and at different times. These may be physical, sensory, emotional and wellbeing, communication or a learning need. Whatever the root of the need, it is part of the role of the Nursery team to support individuals in accessing an appropriate curriculum and reaching their full potential. The Nursery use staffing flexibly to support the needs of individuals as and when they occur.

   "Well Being" "Involvement" and "Learning Through Play" are at the heart of the ethos of Wallace Road Nursery School. A child who feels good about themself is going to feel confident to access new learning and to build on successes. If a child is comfortable in the learning environment, they are going to access learning more readily. We aim to provide a stimulating learning environment that promotes creativity in all our children. Staff work hard to get to know individuals and to ensure that they are getting the most from their environment and from the Foundation Stage curriculum. To help ensure this we have:

   - Key Worker system
   - Initial visits of child and parents/carers before they start
   - Home visit by Key Worker.
   - Stay and play session before the child starts nursery
   - Graduated starting dates to ensure children feel secure and settled
   - Parents/ carers encouraged to stay and support child as necessary
   - Regular observations of children, formal and informal
   - Parent consultations to discuss individual progress.
   - Open door policy- parents encouraged to talk to staff at any time.

2. **Role of SENDCo**
(Special Educational Needs and Disability Co-ordinator): **Tatyanna Antoine**
    - Ensuring liaison between parents and other professionals in respect of children with special educational needs
    - Advising and supporting other practitioners in the setting
    - Ensuring appropriate SEN support plans are in place
    - Ensuring relevant background about individual children with special needs is collected, recorded and updated.
    - Ensuring that the governors are kept informed as individual arrangements may have implications for staffing and /or resources
    - Ensuring staff receive appropriate support and training to deal with children's individual needs
    - Co-ordinating with Governor for Special Educational Needs.

3. **SEN Governor: Emily Allsop**
The role of the SEN Governor is:
    - To monitor the implementation of the SEN Policy and report back to the Governing body

4. **Identifying Special Educational Needs**
The Nursery works together with parents and other agencies to ensure that any child's Special Educational Needs are identified early. Children will find their own routes through the Foundation Stage Curriculum and will progress at different rates. **It should not be assumed that children who are making slower progress must therefore have special educational needs**. Such children will need carefully differentiated learning opportunities to help them progress and regular and frequent monitoring of their progress. Generally, by the end of the first term, through formal and informal observation and assessment Nursery staff know the children well enough to be more specific in their levels of support. Likewise, some children will be identified as needing additional support to extend their learning.

5. Special Needs has been split into four main areas:
    - Cognition and Learning
    - Communication and Interaction
    - Social, Emotional and Mental Health Difficulties
    - Sensory and/or Physical Needs

When a child has been identified as needing additional support, the Special Educational Needs Coordinator will consider which category fits the needs of the child. Quite often needs will cross over into other categories. The descriptors are more of a tool for staff to enable them to provide the best possible support.

6. **The Graduated Response**
If a child appears not to be making progress either generally or in a specific aspect, it may be necessary to try different approaches. Ongoing difficulties or Well Being /Involvement scores of 3 or less may indicate the need for a level of help over and above that which is normally available for children in the Nursery. This stage is known as Special Educational Needs support. Key Workers, with the support of the Special Educational Needs Coordinator will consider support that is needed and implement a plan in consultation with parents/carers. The plan will be reviewed to monitor progress and impact. If the additional support is having little impact, a referral might be made to outside agencies, such as

Speech and Language or the Education Psychologist. This can only happen with the full consent from parent/carer and so will be discussed should the Special Educational Needs Coordinator think it is necessary.

As much as possible we aim to support children in the nursery and facilitate their play by supporting their learning linked to their area of need. At times it might be more beneficial to offer support in a quiet area. We recognise the importance and benefit of children having access to free play, therefore any activity taking place outside of the general nursery provision will be short and with full cooperation of the child.

Strategies we are using to support learning will be known to all staff to ensure consistency. The key person will monitor and assess areas of development in the same way they do all other children-via observation. They will assess areas of strength and areas that need further support. Impact of strategies and support given will be measured and adjusted. Regular communication between parent/carer and key person and/or Special Education Needs Coordinator is important. If appropriate and beneficial other assessment tools will be used to assess gaps, strengths and areas to work on. Parent/Carers are able to look at any assessments we carry out. Should parents/carers want access to assessments they should speak to the Special Educational Needs Coordinator.

7. **Types of support**
    - Regular focused support with an adult
    - Specific facilitation during free play to encourage language and support speech
    - Support with relationships
    - Support with emotions during free play
    - Small group work consisting of a short game
    - One to one speech/language support with an adult-very short session
    - Contacting outside agencies for specialised support, such as Speech and Language Therapist, Educational Psychologist, Behaviour Support, Occupational Therapy
    - Referral to Specialist Support Services for more guidance and support

8. **<u>Education and Health and Care Plan</u>**
   If a child is not making progress despite the extra support and support plan, it will be necessary for the Nursery, in consultation with the parents and any other external agencies involved to consider whether an Education and Health and Care Plan needs to be put in place. (EHCP).

9. **<u>Preventing and Resolving Disagreements</u>**
   Wallace Road Nursery School and West Northamptonshire County Council Education Authority will aim to keep parents/carers fully informed at all times about their child's education. If at any stage parents/carers are not happy with a decision they may talk to the head teacher/Special Educational Needs Coordinator or any member of Nursery staff, or the Named Officer who has dealt with the child's case. We will always be happy to discuss parents/carers concerns. The local parent partnership service, voluntary organisations and parent's groups can help parents/carers put their views to West Northamptonshire CC Local Education Authority. If an agreement cannot be reached with the Local Education Authority, they can be asked to help sort out the disagreement informally.

Information about Special Educational Needs in Northampton can be found on the West Northamptonshire County Council Website:

https://www.westnorthants.gov.uk/specialist-send-support-services/send-support-service

The Special Educational Needs Code of Practice:

https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Reviewed October 2025