

# SPECIAL EDUCATIONAL NEEDS POLICY

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**The Chelsea Nursery (TCN) provides nursery education for children aged 6 months to 4 years. The nursery is linked to Cameron Vale School (CVS).**

*“At The Chelsea Nursery we believe all children should be valued equally, within a climate of warmth and support in which all pupils feel valued and able to risk making mistakes as they learn, without fear of criticism.”*

This policy has regard to the SEND Code of Practice: 0-25 years (2015), Children and Families Act (2014), Equality Act (2010), Early Years Foundation Stage Profile and Development Matters Criteria, The Statutory Framework for the Early Years Foundation Stage (2017) and The Special Educational Needs and Disability Regulations (2014).

## Definition of Special Educational Needs

The Code of Practice uses the term “Special Educational Needs and Disability” in relation to any pupil with a learning difficulty or disability which calls for special educational provision to be made. A child has special educational needs (SEN) if they have a learning difficulty, which calls for special educational provision to be made for them.

A child has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of children of the same age or;
- has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school;

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above or would do so if special educational provision was not for them. (Section 20 Children and Families Act (2014).

Special educational needs fall into four broad areas of need categories (section 6.28-6.35 of the Code of Practice):

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

## Aim of the Policy

At The Chelsea Nursery (TCN) we seek to support and develop the whole child. We are committed to sustaining equal opportunities within this. We aim to ensure that:

- All children with SEND are identified as early as possible, monitored and supported in the nursery enabling them to progress and have good well-being.
- All children with SEND are taught by teachers who understand that they are teachers of SEND and provide high quality differentiated teaching in a positive and supportive manner.
- All children with SEND have access to a broad and balanced curriculum delivered with a graduated approach.
- All children with SEND can work in a caring and supportive environment where they feel secure enough “to have a go.”
- All children with SEND will have a voice and their opinions will be sought and taken account of.
- Parents will be involved at every stage.

- We will ensure appropriate links with local authorities, support services and other agencies are maintained.

We strive to value the strengths of all the children in TCN and to provide the basic skills for adult life.

### **Working in Partnership with Parents**

TCN believes children achieve their best when staff and parents work closely together. We recognise the unique knowledge parents have of their child and encourage them to meet regularly with staff to discuss and share concerns. Parents are invited to review meetings where they can contribute to their child's development. The SEN Lead will liaise between parents, children and teachers.

### **Admission Arrangements**

To enable the TCN staff to have a full picture of the needs of children with special educational needs, they we will talk to parents about their child's needs, gather background information from them and any professional working with their child. The nursery will look at funding arrangements should they be available and appropriate.

### **Roles and Responsibilities**

The Headmistress, Senior Leadership Team, TCN Management Team and SEN Lead will ensure that the following SEN responsibilities are met:

- The day-to-day operation of the Nursery's SEND policy.
- Liaising with and advising TCN staff.
- Co-ordinating provision for children with SEND.
- Overseeing the records of children with SEND.
- Liaising with parents, external agencies e.g. testing providers, medical and social services.
- Contributing to the in-service training of all TCN staff.

### **Graduated Approach to SEND**

At TCN we are committed to an ongoing assessment programme to ensure all children make the progress we expect. This is achieved in a number of ways:

- TCN and staff ongoing observations, records and assessments;
- Foundation Stage Profile;
- Age related milestones;
- Meetings with parents;
- TCN staff liaising with SEN Lead.

TCN and CVS are responsible and accountable for the progress and development of the children under their relevant care. They are responsible for delivering high quality teaching, differentiated for individual pupils. This is the first step in responding to pupils who have or may have SEND. Staff should make regular assessments of progress for all pupils.

Where children are falling behind or not making expected progress given their age and starting point they should be given extra support. Children may receive support within the classroom or withdrawal sessions for small group work or individual sessions.

When a potential special educational need is identified, action is taken to remove barriers to learning and put effective special educational provision in place. This is 'SEND support' takes the form of a four-part cycle – assess, plan, do, review. This is known as the graduated approach (sections 6.44-6.56 of the Code of Practice).

Where a child continues to make little or no progress, despite support that is matched to the child's area of need, the school, in consultation with parents will consider involving specialists, including those from outside agencies.

Where a pupil is receiving SEND support the SEN Lead works with TCN staff, parents and the pupil to devise a SEND Support Plan with targets that are additional to or different from the normal curriculum provision. The targets should be achievable and reviewed termly.

### **Education Health and Care Plan**

For a very few pupils the help given within the nursery may not facilitate adequate progress. Nursery, parents and other agencies may request that the LEA make a statutory assessment and an Education Health and Care Plan (EHCP) may be written. As with the above, targets will be devised.

There will be an annual review meeting with all of the agencies involved in this child's care.

### **Funding and Resources/Learning Support**

The nursery will support children who may have a special educational need with resources within the constraints of the nursery's educational budget and buildings. The nursery will explore ways of making specialist equipment, resources, software or toys are available if needed. The nursery recognises that some children with special educational needs may benefit from extra adult help. It will make every effort to secure additional funding from the personal budget for pupils with EHCPs.

### **Links with External Agencies**

TCN has links with RBKC social services, and other educational services involved with children. Discussions are held with parents prior to contact of outside agencies, with the exception of cases of child safeguarding.

### **Complaints Procedure**

The nursery values the partnership between parents and staff. Should a problem arise parents are asked to discuss the situation with TCN Staff, the Head of Nursery, and if not resolved, the Headmistress. If the problem cannot be rectified by the Headmistress, parents should refer to the complaints procedure.