Current Policy Date: July 2026

Review: Annually

Date of Next Review: July 2027

Victoria Park Nursery School

SPECIAL EDUCATIONAL NEEDS and DISABILITIES (SEND) POLICY

This policy outlines the provision we aim to offer those children at our school who require additional support and resources in order to achieve their full potential. It should be read in conjunction with our SEND Information Report (Local Offer document).

We believe that all children are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes,
- become confident young people with a growing ability to communicate their own views,
- be ready to make the transition into statutory education.

Our Aims

We will endeavour to ensure that special educational provision is matched to a child's identified SEN within the following four broad areas of need and support:

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

As a maintained Nursery School, we will:

- use our best endeavours to make sure that children with SEN get the support they need,
- ensure that children with SEN engage in the activities of school alongside children who do not have SEN,
- designate a teacher to be responsible for co-ordinating SEN provision (the SEN co-ordinator, or SENCo),
- inform parents when we are making special educational provision for a child.

In all cases, we will be mindful that early identification and intervention can significantly reduce the need for more costly interventions at a later stage. The special educational provision made for a child will always be based on an understanding of their particular strengths and needs and will seek to address them all, using well-evidenced interventions targeted at areas of difficulty and, where necessary, specialist equipment.

Procedures for Identification and Assessment

We are aware that children behave differently at home and at Nursery School and we will always take seriously the concerns of parents, supporting them to access the support they need via early help services or through their GP.

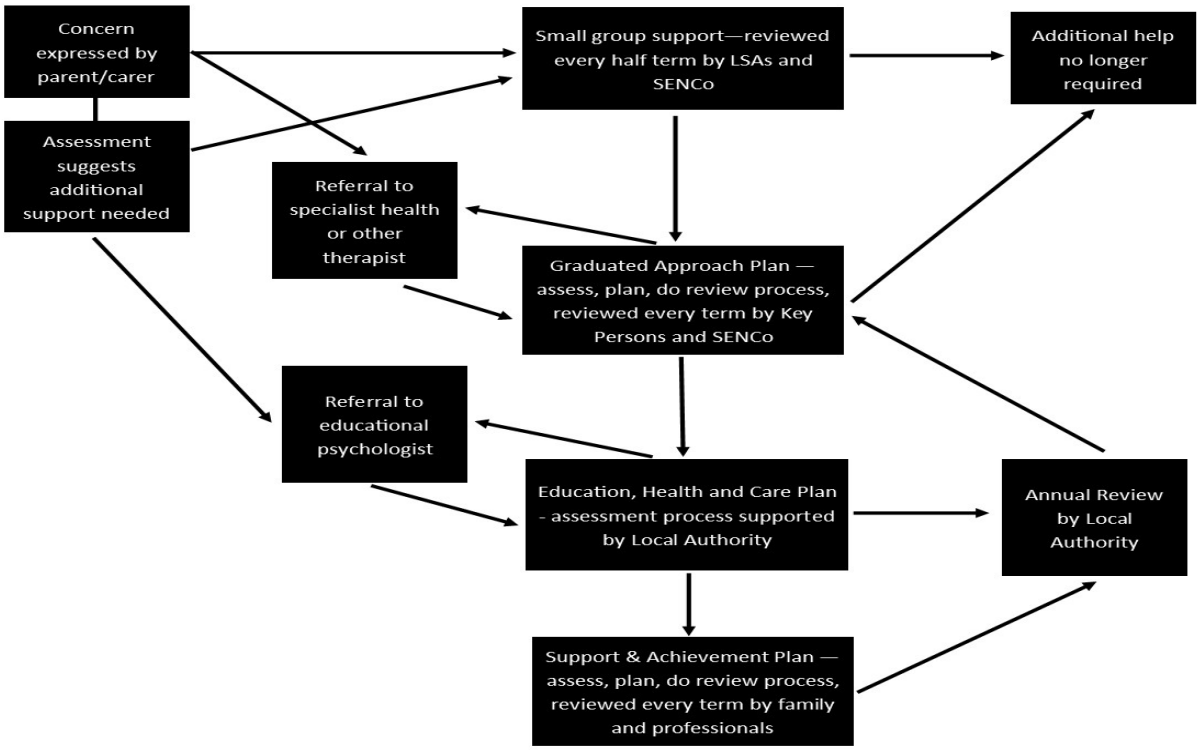
At 2 Years Old:

Whilst a child is in their first term, his or her key person will complete a 2 Year Check which is provided to parents/carers. If it is highlighted that some additional support might be needed, or if there is a concern that a child may have a developmental delay, then action will be taken in consultation with the parents/carers and other relevant professionals or agencies. Progress will be monitored through ongoing formative assessment and termly summative assessment.

At age 3 and Beyond:

Whilst a child is in their first term, his or her key person will complete a language assessment and observations of wellbeing and involvement. If it is highlighted that some additional support might be needed, or if there is a concern that a child may have a developmental delay, then action will be taken in consultation with the parents/carers and other relevant professionals or agencies. Progress will be monitored through ongoing formative assessment and termly summative assessment.

The following diagram explains the assess, plan, do, review cycle at Victoria Park.



Transition

SEND support at Victoria Park Nursery School will include planning and preparing for transition, before a child moves into another setting or school. This will also include a review of the SEN support being provided or the EHC plan with professionals and parents/carers. To support the transition, information will be shared by the Nursery School with the receiving setting or school and a transition meeting will take place with the support of EDIT if they have been involved in your child's support.

Admissions

Children with SEND are considered for admission following the West Berkshire criteria. Patterns of starting will be flexible to cater for individual needs. Prior to starting the Nursery, parents and carers of children with an EHCP or EHCP pending will be invited to discuss the provision that can be made to meet their child's identified needs.

Governors

The governor with responsibility for SEND will:

- Liaise termly with the SENCO
- Monitor the effectiveness of provision for children with SEND, reporting annually to the Governing body
- Consult with parents, if requested.

All staff will be mindful that children with SEND are more vulnerable to abuse and exploitation and are watchful and monitor changes in behaviour, taking appropriate action in line with the Child Protection Policy (Safeguarding).

Special Educational Needs Co-ordinator (SENCO)

The SENCo is Lara Pinnell, who is a QTS qualified teacher with a Post Graduate Certificate in SEND and the National SENCo Award.

Responsibilities include:

- Managing the budget available for SEND provision.
- Meeting with Teachers/Early Years Educators on a termly basis to discuss additional needs and review GAP and SAP plans.
- Updating the census each term.
- Coordinating applications for EHCPs.
- Working with the staff/parents/carers as a child's needs are identified and as necessary, helping to co-ordinate the process of assessment and provision, monitoring its effectiveness.
- Having an overview of the records of all children identified as having special educational needs.
- Co-ordinating contact with external agencies.
- Establishing links with feeder early years providers and schools, prior to transfer and arranging transition meetings where appropriate.
- Co-ordinating work of Learning Support Assistants (LSAs).
- Liaising termly with SEND governor.
- Provide statistics on numbers and nature of SEND to Governing Body termly.
- Researching and facilitating appropriate SEND training for staff.
- Ensuring that all staff are aware of their responsibility towards supporting children with identified special needs.
- Supporting parents with SEN related paperwork.

Key Person

- Co-ordinating the carrying out of initial assessment and observations.
- Liaising with SENCo if a child may have additional needs and agreeing on actions to be taken.
- If necessary, in consultation with the SENCo and the parents/carers putting in place a GAP plan.

- Writing a GAP or SAP plan using 'SMART' targets in consultation with parents/carers/staff and any other professionals involved with the child.
- Liaising with parents/carers at least termly to review GAP plan or SAP and agree next targets.
- Attend any necessary meetings regarding the child e.g. future schooling.
- Maintaining appropriate records.

Learning Support Assistant

- Contributing to the writing and review of GAP and SAP plans.
- Working in conjunction with the SENCo and key person to support the child appropriately. This could involve individual, small group, large group work.
- Liaising with parents/carers regarding their child's progress/needs on a regular basis, as directed.
- Working as part of the staff team enabling the child to work with other adults.
- Contributing to the child's online learning journal.
- Preparing appropriate resources for the child such as visual timetables, resources to promote home/school communication.
- Working with other professionals e.g. joint session with speech and language therapists.
- Supporting transition to school.

Professionals working with Nursery School

Each year, the Nursery School will endeavour to source an Educational Psychologist to visit the school regularly following discussion with the SENCO as to the purpose of each visit. The SENCO liaises frequently with a number of outside agencies, e.g.:

- Children's Services
- Community Paediatrician
- EDIT
- Speech Therapist
- Learning Support team
- Occupational Therapist
- Health Visitors
- Teachers for Visually/Hearing Impaired/Children with Physical Difficulties
- Physiotherapist

Parents' and carers' permission is sought before any outside agency is involved.

Partnership with Parents/Carers

Parents and carers will be involved at all stages of the education planning process. Please refer to our SEND Information Report (Local Offer document) for full details.

Resources

A range of resources for supporting children with special educational needs will be maintained at the nursery and will be regularly reviewed and updated. Specific resources to meet individual needs will be added as required or advised by other professionals.

Monitoring

Success Criteria: Children with special educational needs are promptly identified and offered appropriate and relevant support, enabling them to access a balanced foundation stage curriculum.

The School and Governing Body will use data gathered to identify any trends in SEN, to monitor the effectiveness of provision and support planning for effective future SEN provision.

The annual report from the SEN governor will also be used as a monitoring tool.

This policy will be reviewed annually.

Any complaints will be dealt with through the Nursery complaints procedure.