

Special Educational Needs (SEN) Policy

Our Nursery aims to welcome and provide appropriate learning opportunities for all children, and to have regard to the DfES Code of Practice in the Identification and Assessment of Special Educational Needs (SEN).

In order to achieve this, we have appointed a Special Educational Needs Co-ordinator (SENCO), Nursery Manager, who is responsible for the day-to-day operation of the SEN policy.

In order to achieve these aims, we will:

- Ensure that all children have the same entitlement to a broad-based curriculum
- Explore all opportunities to provide extra resources to match the child's individual needs
- Regularly review with the parents and any appropriate professionals, the child's progress and the way forward, which will ensure a planned, co-ordinated approach for the provision of the child's needs
- Provide appropriate opportunities for the development of every child's self-esteem and encourage full integration into the setting
- Support parents/carers in obtaining help and advice from outside agencies, such as health visitors, paediatricians etc.
- Evaluate the success of the inclusion policy by monitoring the progress of children with SEN offer and make available appropriate training to all staff
- Encourage staff to establish relationships with other local settings to share expertise and training
- In conjunction with parents, our observations and record keeping will enable us to monitor the child's needs and progress on an individual basis
- When a child has been identified and before any further action is taken, there will be full and on-going discussion with parents. Other professional agencies concerned with the child will be consulted as appropriate. The SENCO is responsible for managing this process

The Role of the Special Educational Needs Co-ordinator:

- To liaise with staff and primary carers to identify children who require support.
- To take the lead in observation and assessment of identified children and identification of their strengths, weaknesses and consequent needs, in conjunction with staff.
- To assess plan and review.
- To take the lead in planning future support for children with SEN, in discussion with staff
- To liaise with outside agencies where necessary
- To offer support and advice to staff and primary carers. This will include:
 - I. Attendance at meetings between staff and primary carers.
 - II. Attendance at meetings between staff and outside agencies.
 - III. Provision of written Individual support plans, containing targets for the child, review date and strategies to be employed
 - IV. Taking the lead in monitoring and reviewing the action taken
- To maintain an up to date Register of Special Needs.
- To ensure that relevant background information about individual children with

- Special Educational Needs is collected, recorded and updated
- To keep up to date with changes in legislation and methodology regarding Special Educational Needs and to attend such training as may be required in order to do so

The Key Persons are responsible for:

- Monitoring the progress and outcomes of children
- Regularly informing the SENCO of any progress and/or concerns relating to children with SEND
- Liaising with parents/carers to discuss progress
- Reviewing the progress and writing children's support plans, in partnership with the SENCO and parents/carers
- Sharing information relating to the progress and needs of each child with SEND with the whole staff at staff meetings
- Liaising with outside agencies as required by the SENCO

Definitions of SEN and disability

- A child has SEN if they have a learning difficulty or disability which calls for a special education provision to be made for them.
- For children aged two or more, special educational provision is educational provision that is additional to or different from that made generally for other children of the same age. For a child under two years of age, special educational provision means educational provision of any kind.
A child under compulsory school age has SEN if he or she is likely to have a learning difficulty or disability when they reach compulsory school age or would do so if special educational provision was not made for them.
A disability is defined in the Equality Act 2010 as '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'.

Identifying Special Educational Needs

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to the following broad categories of need:

- Communication and interaction
- Sensory and/or physical impairment
- Cognition and learning difficulties
- Social, mental and emotional health

In identifying the needs of a child, we will consider the needs of the whole child. This will include not just the special educational needs, but also other factors which may impact on the child's progress and attainment e.g.

- Disability
- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Being a Looked After Child
- Being a child of a Serviceman/woman
- Being in receipt of the Early Years Pupil Premium Grant

The Graduated Response:

Assess:

Once identified as requiring additional SEN support a more detailed assessment of the child's needs will be carried out. This will include further discussions with parents and, when appropriate, the pupil. It may draw on assessments and reports from external agencies involved with the child such as speech and language therapist. The SENCO may also carry out more diagnostic assessments of needs in key areas of difficulties. Each pupil's difficulties will be considered against the four broad areas of needs:

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

The Nursery recognises that it is highly likely that the needs of individual child will overlap across one or more of these areas of need or that needs may change overtime.

This comprehensive assessment will give a detailed picture of each child's strengths and special educational needs.

Plan:

The Nursery will use the information from the assessment to draw up a plan to outline the support that will be offered. The plan will:

- Be outcome focused where the desired benefit or difference from any intervention is clearly identified and matched to need.
- Detail the range of additional interventions and approaches that will be made available to support progress towards these outcomes
- Highlight the ways parents and pupils can work in partnership with the Nursery to support progress towards targets and outcomes.
- Give details of the role and input of external agencies when they are involved with a pupil

This plan will be recorded (Specify your approach to documenting this additional provision e.g. provision maps or individual support plans.

This plan shared with all Key Persons so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches and resources that have been agreed.

Parents will receive copy of this plan *with a specified time frame/date* to show when it will be reviewed.

Do:

The Key Persons, with the support of the SENCO will take the responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the EYFS curriculum offer and maximise the opportunities to reinforce and consolidate key skills within the context of the Nursery.

This will be particularly important when the intervention takes place outside of the Nursery. There will be regularly liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly.

Review:

The impact of any additional support offered will be reviewed at least quarterly. Parents will be invited to attend this review meeting along with child when this is appropriate.

This review may be included in the general Nursery quarterly cycle of parental consultation meetings. However, where the child needs are more complex and they receive support from a range of specialist agencies a separate review meeting will be arranged so that all key parties can contribute and share views on progress and subsequent provision.

At the review the following will be considered:

- Impact of each element of the intervention towards the identified outcomes
- Child's response to the support and view of their progress where this is applicable
- Views of parents and specialist agencies
- Next steps with refinement and adjustments to the support offered as required

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of parents, the SENCO will make a referral to MARF (SPOC) with parent permission.

Securing expertise We are committed to establishing an effective collaboration between all agencies working with a child and actively support a multi-disciplinary approach to meeting children's SEND. Support from outside agencies may include specialist help from other professionals. Our settings liaise regularly with Best Start colleagues and a number of external support agencies as required. These include:

- Chatterbox / Speech & Language Therapy Team
- Children's Medical Services
- Pediatricians
- Educational Psychologist
- Hearing Impairment & Visual Impairment Team
- Occupational Therapy Team
- Physiotherapists
- Early Years SEND Team
- Health visitor
- Specialist nurse
- Carers Centre (Parents in Partnership)

Progress will have continued to be monitored regularly as part of the termly tracking for all children.

Requesting a Statutory Assessment of needs in deciding whether a statutory assessment is necessary for a child the following should be considered:

- The child makes little or no progress in any given areas over a long period
- The child continues working at a stage substantially below age related expectations
- Whether there is recorded evidence of the child's identified needs
- Whether individual strategies have been in place for a reasonable period of time
- Whether outside advice has been sought in relation to the child's:
Communication and interaction
Sensory and/or physical impairment
Cognition and learning difficulties
Social and emotional well-being
- Parent/carers views have been taken into consideration throughout the process

Complaints

If parents are at all dissatisfied with the provision for their child, they should contact the Manager in the first instance. If they remain unhappy after this contact, they should contact the Director.

[Last updated January 2025](#)

Lewisham Borough Contact details:

Kaleidoscope Child Development Centre	020 7138 1100 sen@lewisham.gov.uk
Contact a Family	020 8297 8056 Lewisham.office@contact.org.uk
SENDIASS (support for parents and carers)	0203 319 2163 lewisham@kids.org.uk
KIDS London SEN Mediation service	020 7359 3635 mediationlondon@kids.org.uk
Special Educational Needs & Disability Tribunal HM Courts & Tribunals Service	01325 289 350 sendistqueries@hmcts.gsi.gov.uk

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