



Special Educational Needs and Disability (SEND) Policy

SOUTH NORMANTON NURSERY SCHOOL

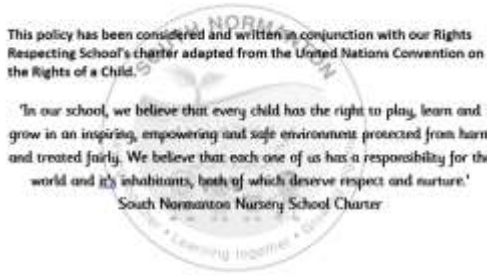
Adopted at the meeting of the Full Governing Body on **7th October, 2025**

Minute Number **16/26**

Chair of Governors

Record of Policy Amendment / History

Version/ Issue	Date	Author	Reason for Change
Version 6	June 2019	PH	Highlighted parts added/amended
Version 7	September 2020	PH	Highlighted parts added/amended
Version 8	September 2021	PH	Highlighted parts added/amended
Version 9	October 2022	PH	Highlighted parts added/amended
Version 10	October 2023	PH	Highlighted parts added/amended
Version 11	September 2024	PH	Highlighted parts added/amended
Version 12	September 2025	PH	Highlighted parts added/amended



South Normanton Nursery School Special Educational Needs and Disability (SEND) Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice for 0-25 years, (May 2015) section 3.66 and has been written with reference to the following guidance and documents;

- Equality Act 2010: advice for schools DfE June 2018
- SEND Code of Practice for 0-25 years (May 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions September 2015
- Statutory Framework for the Early Years Foundation Stage (2025)
- The National Curriculum in England Key Stage 1 and 2 framework document July 2014
- Safeguarding Policy
- Accessibility Plan
- Teacher's Standards 2021
- General Data Protection Regulation (GDPR)
- Data Protection Act 2018

Information

The person who is responsible for managing the provision for SEND at South Normanton Nursery School (SENCO) is the Headteacher, Peter Hallsworth.

Peter is a qualified teacher, as well as the HeadTeacher, and can be contacted through the **School Office on 01773 810876** or via email at info@southnormanton.derbyshire.sch.uk

The Nursery is fully inclusive with staff using signs and symbols as well as speech to support communication. The principles of Every Child a Talker (ECaT) underpin our teaching and environment. We also use the Well-Being and Involvement Scales (Leuven) to help support all our children.

The named Governor for SEND is Michelle Reid, who can also be contacted through school on the above number and email. Michelle meets with the SENCO every term and discusses the overview of and effectiveness of SEND within the school and this is reported back to the Governing Body. Siobhan (Chair) and Peter (SENCO and Headteacher) also get together to monitor, review and further plan our Disability and Equality Scheme and Accessibility Plan.

The content of our policy reflects the SEND Code of Practice May 2015, 0-25 guidance. It has been shared with the school's Governing Body and will be reviewed regularly.

Retention of records, information sharing and storage of data belonging to our children with SEND follow processes and guidelines as set out in related law and guidance and school and county policies and procedures linked to GDPR and data protection and in collaboration with our Data Protection Officer (DPO).

An annual SEND Information Report will be shared with parents and carers via the school's website and shared with Governors.

At South Normanton Nursery School, we have an inclusive and child centred approach with all the teachers and staff members teaching and supporting children with SEND. Staff receive safeguarding training annually and are regularly updated throughout the year ensuring that they keep a sensitive focus on children and families who have additional needs who may be more vulnerable in this area. Staff are totally committed to identifying and providing for the needs of all children in a wholly inclusive environment and ensure that this is extended to families and visitors who come to our school to ensure that everyone can access every part of South Normanton Nursery School's provision.

Objectives

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice, 2015
3. To operate a 'child centred inclusive' approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy
5. To provide support and advice for all staff working with special educational needs pupils

Definition of Special Educational Needs

What does SEND mean?

SEND means special educational needs and disabilities. Children have a special need if they have a learning difficulty, which calls for special educational provision to be made. This will be if the child:

- Has 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 school age within the Local Authority

The area of special need will be identified as either:

Communication and Interaction (This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum).

Cognition and Learning (This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia).

Social, Mental and Emotional Health (This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration).

Sensory and/or Physical Needs (This includes children with sensory, multi-sensory and physical difficulties).

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN; however, behaviour is often a symptom of a deeper underlying need or disability.

The following are not considered to be SEN but they may impact on progress and attainment;

- Disability (if reasonable adjustments can be made Code of Practice 0-25 years)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of Early Years Pupil Premium
- Being a Looked After Child or under a Special Guardianship order
- Being a child of a Serviceman/woman

Identification of pupils' needs

All our children are treated as individuals and the teachers and staff, plan appropriate differentiated support and intervention for our children with additional needs to ensure high quality teaching and learning with effective support and resources. Clear individual education plans and care plans are put in place and reviewed regularly. A range of carefully tailored interventions are developed, reviewed and evaluated to ensure maximum progress and impact for our learners. Key assessments ensure that children are on track to meet targets and planning accurately addresses needs. Progress, targets and plans are regularly reviewed and evaluated to inform the next steps.

A graduated approach:

1. All our children are observed and assessed as they enter nursery, this gives staff information from which to teach, plan, support and if necessary sign post to additional interventions.
2. Children who are identified as benefitting from additional support will be directed to key groups, interventions and/or amendments made to organisation, environments or staffing.

Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. The SENCO will share information with staff and parents.

3. The SENCO will monitor progress and meet staff to discuss children at least termly. If necessary children will be referred to professionals such as Speech Therapy and Educational Psychology. There are formal discussions with parents including gaining permission for professionals to be contacted. Professionals are involved to give further support and advice and they may wish to observe the child in class. The school will write a SEN Learning Programme in conjunction with parents, which will include advice from other professionals.
4. If children are identified as needing one to one support, or additional support to meet their needs, Early Years Inclusion Funding will be applied for from Derbyshire County Council.
5. Children with an identified need will be assessed and their progress monitored. If the school, parents and other professionals feel that the child's need is sufficiently significant, involved parties will all be asked to write and submit their views of the child's needs and progress. These reports will support the application for an Education Health Care Plan (EHC).
6. If the child's needs are considered significant and complex by the SEN panel, an EHC plan will be approved. Parents will be involved fully at every stage of the process and an appeal process is available if not successful. Once a child has an EHC plan, there will be review cycle to monitor progress and support.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the child will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place and so to remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and outcomes.

ASSESS

This involves clearly analysing the child's needs using the staff assessment and knowledge of the child, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The child's views where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the child is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work

will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

PLAN

Planning will involve consultation between the teachers; Early Years Educators, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and / or behaviour that are expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil will be informed of their individual needs, the support that is being provided, any particular teaching strategies / approaches that are being employed and the outcomes that are being sought.

DO

Key nursery teacher/staff remain responsible for working with the child on a day-to-day basis. They will integrate ideas and suggestions to support SEND into daily routines, teaching and learning. Further support with assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the Early Years Educators and SENCO.

REVIEW

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary the parents. Key staff and Early Years Educator's in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

REFERRAL FOR AN EDUCATION, HEALTH AND CARE PLAN

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken in conjunction with the parents and other professionals involved. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers /Early Years Educators/ SENCO
- Social Care
- Educational Psychologist
- Health Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health, and social care about whether the child is eligible for an EHC Plan. Parents have a right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the **SEND Local Offer**:

<http://www.derbyshiresendlocaloffer.org/>

EDUCATION, HEALTH AND CARE PLANS (EHC)

1. Following Statutory Assessment, an EHC Plan will be provided by Derbyshire County Council, if it is decided that the child's needs cannot be met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

WHAT IS THE LOCAL OFFER?

The **SEND Local Offer** is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Derbyshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

More information can be found on; <http://www.derbyshiresendlocaloffer.org/>

INCLUSION OF ALL PUPILS WITH SEN

The Headteacher/SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively through school. The school teaching and environment is reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, about individual children, with external agencies when appropriate.

The **admission arrangements** for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

We are very proactive in ensuring that inclusion works from both sides, that children with SEND are given the same opportunities as their peers and also that parents are allowing/ensuring that every opportunity is taken for their children with SEND to experience the same as their peers.

LINKS WITH SUPPORT SERVICES

South Normanton Nursery School has a strong working relationship and links with external support services in order to fully support our SEN pupils and aid school inclusion. Sharing information and knowledge with support services is vital to the effective and successful SEN provision at our school. This is done in line with data protection policies and procedures.

Support Services include;

- Educational Psychology
- Health – Health Visitors, Paediatricians, Clinical Psychologists
- CAMHS (Child, Adolescent and Mental Health Service)
- Speech and Language Therapists
- Teachers for the visual, hearing and physically impaired
- Physiotherapists, Occupational Therapists
- Inclusion Support Advisory Teacher
- Early Years SEN Teachers
- Support Service for Special Educational Needs
- Social Services
- Multi Agency Teams

WORKING IN PARTNERSHIP WITH PARENTS

South Normanton Nursery School believes that a close working partnership with parents is vital to ensure that;

- Information is shared
- Early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- Continuing social and academic progress of children with SEN
- Personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on an individual pupil's needs. Appointments to see the Headteacher (SENCO), and key workers can be made through the school office.

SUPPORTING PUPILS AND FAMILIES

- When moving to a school, information is shared with the new class teacher /SENCO regarding provision, strategies and interventions. All paperwork and reports are also given to the next school/SENCO. Additional visits/transition may be arranged to ensure a successful move.
- More information is available through the LA local Offer at <http://www.derbyshiresendlocaloffer.org/>
- There are many policies that support our children and their families particularly in relation to monitoring children with SEND. These can be found on our website www.southnormantonnurseryschool.co.uk

We recommend that parents get in touch with Derbyshire Information, Advice and Support Service (formerly Parent Partnership)

Tel: 01629 533668

Email: ias.service@derbyshire.gov.uk

Website: www.derbyshireiass.co.uk

SUPPORTING CHILDREN IN SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some may also have Special Educational Needs and may have an Education, Health and Care Plan, which brings together health and social care needs, as well as their special educational provision, and the SEND Code of Practice (2015) is followed.

Arrangements are put in place to support individual pupils with their specific medical needs / conditions. Meetings are held between parents, and the relevant medical professionals. Where appropriate, Health Care Plans are drawn up. Staff administering medicines or working with children with specific needs receive regular training.

ACCESSIBILITY

The layout of the school facilitates relatively easy access for adults and children with disabilities to all areas. Doors are sufficiently wide enough for wheelchair access and there is a disabled toilet near the school office with hydraulic changing table. A three-year accessibility plan is written by a working party consisting of the Headteacher/SENCO, the Chair of Governors and the Governor responsible for SEND, shared with all Governors and staff, and updated regularly.

COMPLAINTS PROCEDURE

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made with the Headteacher/SENCO, who will be able to advise on formal procedures for complaint. A copy of the policy can also be found on the school's website.

TRANSITION

South Normanton Nursery School has links with a wide range of Primary and Infant Schools. Staff and the SENCO liaise with relevant staff prior to summer term to arrange personalised transition for children with SEND. All consultations and record transfers are undertaken with parental consent and in line with data protection policies and procedures. Parents are offered advice and information about appropriate schools and staff are invited to visit the child in our school as often as is needed. Our staff support the transition into school through sharing appropriate strategies and interventions, whilst assisting with school visits. Where Early Years Inclusion Funding has been allocated, information and support is given to the new school, to support an Inclusion Funding application. A copy of all paperwork will be sent to the school as they start.

Throughout the year, any training sought linked to supporting children regardless of their need that is being hosted by school will be opened up (where possible) to ensure that a shared approach to working together is achieved for the best of the community, this includes inviting parents, local childminders and other early years or primary professionals to join us.

Training is sought from recommended organisations and invaluable support is sought from the DCC Early Years SEND team.

EVALUATING SUCCESS

This policy will be kept under review. The Governors will gauge the success of the policy by the achievements of the previously agreed targets outlined in the pupils' SEN Learning Programme progress reviews and /or Annual Reviews. In addition, evidence will be gathered regarding:

- Staff awareness and individual need
- Success of the identification process at an early stage
- Children observations
- Progress of children with special educational needs
- Record of CPD.
- Monitoring of specific interventions and their impact
- Parental feedback / children's feedback
- Improved behaviour of the children, where this is appropriate