

**Westminster Nursery School**

**Special Educational Needs and Disability (SEND) Policy**

Westminster Nursery School is an inclusive school that welcomes children from all backgrounds and abilities. We take pride in our provision for children with additional educational needs and we value all our pupils equally. Partnership with parents plays a key role in enabling our children to achieve their full potential. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child’s needs and the best way of supporting them. All parents will be treated as partners and supported to play an active and valued role in their children’s education.

This SEND policy is written to comply with the 2014 Children and Families Act and Its SEN Code of Practice together with the Equality Act 2010.

**The SEND Team at Westminster Nursery School**

Concerns about an individual child’s progress should be addressed at first to their keyworker or class teacher since they are the person who knows the child best. Discussions can than progress with the SENCo (Special Educational Needs Coordinator). Emma Connor is the SENCo / Headteacher.

**Headlines from the 2014 Code of Practice.**

From September 2014

* No more statements will be issued by the local authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25years.
* School action and school action plus have been replaced by one school based category of need known as ‘Special Education Needs Support’ (SEN Support). All children are closely monitored, and their progress tracked each term. Those at SEN support are additionally tracked by the SENCo.
* There are four broad categories of SEN:
1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Physical and sensory
* We are working more closely with parents and children to ensure children’s own views and aspirations and the parent’s experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEN provision for their child.
* All children benefit from ‘Quality First Teaching’: this means that teachers expect to assess, plan, and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focussed interventions to target skills.

**SEN at Westminster Nursery School**

Our objectives are:

* To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
* To ensure that every child experiences success in their learning and achieves to their maximum potential.
* To work in partnership with parents
* To work with the Governing Body to enable them to fulfil their statutory monitoring role
* To work closely with external support agencies to support the development of individual pupils.
* To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.
* To support pupils in transition into primary school

**Identifying children at SEN Support level**

Children with additional needs are identified by one of three assessment routes:

* The progress of every child is monitored through keyworker tracking and pupil progress meetings. Where children are identified as not making progress after Quality First Teaching, they are discussed with the SENCo and a plan of action is agreed.
* Class teachers are continually aware of children’s learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

• is significantly slower than that of their peers starting from the same baseline.

• fails to match or better the child’s previous rate of progress.

• fails to close the attainment gap between the child and their peers.

* Parents sometimes ask us to look more closely at their child’s learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP or Health Visitor if they think their child may have ASD or ADHD or some other disability.

**Working with Parents and Children**

We aim to have good and informative relationships with all our parents. If a child is experiencing difficulties, parents will be informed through discussion with their child’s keyworker.

Once a child has been identified as having additional needs, the SENCo will invite the parents to a meeting to:

• formally let them know that their child is being placed at SEN Support level

• discuss assessments that have been completed

• agree a plan and provision for the next term with relevant targets

This is part of the graduated approach cycle of ‘Assess, Plan, Do, Review’ required in the Code of Practice.

Thereafter, parents are invited to a meeting at least each term to review progress made, set targets, and agree provision for the next term. In the summer term, there is a review of the child’s progress and, at least, one meeting with the next school to support transition.

**Documentation for children at SEN Support**

Once a child has been identified as needing support the following process is completed:

1. First concerns cycle with short term targets and tight timescales

2. Request for SEN consult made

3. Record of Child centred planning meeting involving relevant professionals

4. Referrals into professional / health services as relevant

5.Plan, do, review document including child’s strengths and areas of need, parent view and targets / timescales produced

**Requesting an EHCP (Education, Health and Care Plan)**

If children fail to make progress, despite high quality, targeted support at SEN support level, we may apply for the child to be assessed for an EHC Plan. We apply for an EHC Plan if:

• The child is Looked After and therefore additionally vulnerable

• The child has a disability which is lifelong and which means that they will always need support to learn effectively

• The child’s achievements are significantly below their peers.

Children, who we think will succeed in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not always mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority SEN team will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child’s strengths, their dreams, and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

**Teaching and Learning**

We believe that all children learn best with the rest of their group, alongside their peers. Children with SEN and disabilities are entitled to be taught by their teacher. When allocating additional TA support to children, our focus is on outcomes: we aim to put in scaffolded support to enable the child to reach their challenging targets, but without developing an over reliance on adult intervention.

The school has a range of interventions available. When considering an intervention, we look first at the child’s profile of learning in order that we can select the intervention which is best matched to the child. Targets are tailored to the child’s current needs and follow advice from health /other professionals.

Interventions are monitored closely by both the class teacher and the SENCo so that

children’s progress towards their targets is assessed and recorded.

**Adaptations to the curriculum teaching and learning environment**

Westminster Nursery School is disability friendly. The school is one level, with an easy access toilet. We generally find that no additional adaptations to the

building are necessary for children with physical disabilities.

Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities. Sessions within the sensory room are included in individual pupil’s daily routines as appropriate.

All of our key worker groups are inclusion-friendly: all children access the Early Years Foundation Stage curriculum, and we recognise achievement and expertise in prime and specific areas. Many of our pupils are bilingual and are new to learning English. The lack of English vocabulary is not seen as an immediate additional need as adaptations to daily teaching are made to support language acquisition.

**Staff Expertise**

All teachers are trained to work with children with SEN. All have access to advice, resources, and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or LA courses, provision of books or guidance towards useful websites.

If we identify information we can’t access without the aid of additional, more specialist help, the school is able to buy-in additional expertise from the local authority. This includes access to Educational Psychologists and Advisory Teachers.

**Children with Social, Emotional and Mental Health Needs**

Behaviour is not classified as an SEN. If a child shows consistent unwanted behaviours, the group teacher will assess the child’s needs, taking into account family circumstances and the child’s known history of experiences. If the child’s behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete an Early Help Assessment with the family and support the child through that process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP or Health visitor for a referral to CAMHS. The SENCo can access a consultation session to discuss pupil’s personal, social, emotional concerns with parental consent.

If the child is felt to have long-term social, emotional or mental health needs the school offers a range of social skills or relevant interventions. These are generally delivered by trained TAs who develop good, trusting relationships with the children.

All children’s behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

**Transition Arrangements**

We understand how difficult it is for children and parents as they move into a new school and will do what we can, according to the individual needs of the child, to make transitions between settings as smooth as possible. This will include, for example:

* Transition document and meeting between Nursery Senco and School Senco sharing as much information as possible
* Additional meetings for the parents and child with the new teacher
* Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
* New class teachers / SENCos invited to visit child within nursery
* Opportunities to take photographs of key people and places to make a transition reference tools.

Enhanced transition arrangements are tailored to meet individual needs.

**Governors**

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. The Governor with responsibility for SEND is Linda Buchanan.

**Complaints**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils’ needs.

All complaints are taken seriously and are heard through the school’s complaints policy and procedure.

**Cheshire East’s Local Offer**

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Cheshire East’s Local Offer is available via the school website.

**Equal Opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

**Review Framework**

The policy will be reviewed biannually (or sooner in the event of revised legislation or guidance)

Reviewed by Chairs Committee: Summer Term 2025

Signed by Chairs Committee Chair\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ratified by Governing Body July 2025

Date of Next Review Summer Term 2027