ROCKWOOD NURSERY SCHOOL

Policy for meeting Special Educational Needs and Disabilities

This policy is in line with the revised SEN Code of Practice 2015 and KCSIE 2026

Special Needs and Disabilities Coordinator (SENDCo) for Nursery School:
Karen Bleasdale – SENDCo and Senior Teacher
Contact Details:
Rockwood Nursery School
Kingsland Rd
Burnley
Lancs
BB11 3PU

Tel: 01282 426711
Email: karen.bleasdale@rockwood.lancs.sch.uk

Tracey Raynor – Speech and Language Champion

Headteacher – Mrs Faith Stringer

The SEND Governor: Mrs Vicky Bradshaw

Introduction

At Rockwood Nursery School, we value each child as an individual and are committed to inclusion within the nursery curriculum and participation in all aspects of nursery life. It is our duty to provide equal opportunities for each child within our nursery in a safe and secure learning environment, which caters

for the needs of every child as an individual. The Governors and staff are committed to meeting the needs of all pupils and ensuring that they make progress. We aim to help children to experience success and to reach their full potential by providing a high standard of education for all of our pupils.

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2015) 3.65 and has been written with reference to the following guidance and documents: -

- Equality Act 2010: Advice for schools (DfE, Feb 2013)
- SEND Code of Practice 0-25 (DfE, Oct 2015)
- Schools SEN Information Report Regulations (DfE, 2014)
- Early Years Guide to the 0-25 SEND Code of Practice (DfE, 2014)
- Statutory Framework for Early Years Foundation Stage 2021
- Teachers Standards 2012
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Statutory Guidance on supporting children at school with medical
- conditions April 2014
- School Administration of Medicine Policy
- School Pre-Existing Medical Conditions Document
- School Safeguarding Policy
- School Access Plan
- School Local Offer
- School Admission Policy
- Best Start in Life 2025
- KCSIE 2026

This policy was developed in consultation with nursery staff, governors and parents and reflects the SEND Code of Practice 0-25 Guidance. The policy is available on the nursery website or a printed copy can be provided on request.

Definition of Special Educational Needs and Disabilities

Nursery follows the definition of special educational needs defined by the Code of Practice 2014.
'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

A child or compulsory school age or a young person has a learning difficulty if he or she;

a) has a significantly greater difficulty in learning than the majority of children his or her age

OR

b) has a disability which either prevents or hinders him / her from making use of educational facilities of any kind generally provided in nurseries and schools within the area of the local authority concerned for children of his /her age.

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

Although there are acknowledged links – in some instances – with pupils who have English as Additional Language Needs, this is a separate area of provision and is addressed accordingly in a different policy document. Children with EAL should not be regarded as having a SEND, although pupils with EAL may also have SEND that need addressing. The Equality Act 2010, the 2006 Disability Discrimination (NI) Order, the current 2015 SEND Code of Practice and the current Keeping Children Safe in Education (KCSIE 2026), continues to strengthen previous legislation by stating that children with SEND must be educated in mainstream schools where parents prefer this and where the provision efficient education for other children is not significantly affected.

We support this view and therefore we aim to cater for the individual learning needs of all children as well as providing specialised provision for those who need it.

The aim of our Special Educational Needs Policy is to ensure that:

- We identify and assess children with SEND as early as possible.
- provide every child with access to a broad and balanced curriculum, and to raise the aspirations of and expectations for all children with special education and additional need, providing a focus on outcomes.
- Include all children and their families in our provision.
- Provide well informed and suitably trained practitioners to help support parents and children with learning difficulties and / or disabilities.
- Ensure that all children are treated as equals and are encouraged to take part in every aspect of the nursery day according to their individual needs and abilities.
- Promote positive images and role models during play experiences of those with additional needs wherever possible.

- Celebrate diversity in all aspect of play and learning.

The SEND co-ordinators will be responsible for the co-ordination of all matters relating to Special Educational Needs and will be the people who liaise with outside agencies as well as overseeing provision within the nursery setting.

We also aim for all our children to achieve their full potential and meet our image of the child, which is for children to thrive by being:

Confident – To have self-confidence and good self- esteem. To be willing to have a go. To contribute and participate. To take risks and know their limits.
Creative – to be creative in a variety of mediums, such as, role play, storytelling, and open-ended resources to develop creative thinking and to stimulate their imagination
Curious – o be curious and ask questions. To take risks and try new things. To be interested in their environment/surroundings. To be creative and use their imagination.
Independent – To have self-help skills and make independent choices, knowing when to seek help.
Loved – To be listened to, value their abilities and support them to extend their learning
Resilient - To be willing to have a go. To contribute and participate.

Objectives:

- To identify any needs a child may have as early as possible and to provide the appropriate interventions within our learning environment by providing a range of differentiated activities to meet the needs of individuals.
- To provide support and advice for all staff working with children with SEND, ensuring provision mapping is in place to support children and good practise in the nursery.
- If a child is placed on the Code of Practice record, staff will liaise closely with the SENDCo on appropriate targets and the child's progress will be closely monitored.
- To liaise with other professionals to ensure that we are offering effective provision for children with SEND.
- To use a graduated approach to meeting needs with four stages of action: assess, plan, do and review.
- To work as partners with parents/carers and to involve them in the graduated approach.

- To use a process of self-evaluation to create our own setting provision map which details adjustments that we make in order to meet the needs of all our children.
- To ensure that all children are treated equally and encouraged to take part in all aspects of nursery life.

Admission Arrangements.

Admission arrangements for Rockwood Nursery School can be found in the nursery's admission policy. We welcome all children irrespective of their ability and anticipate that the needs of most children will be meet within existing provision.

As part of our induction process, parents and the child are invited for a tour of the nursery then following application are offered a home visit which is carried out by the child's key person and another member of staff. During this visit parents/carers are asked to make the nursery aware of any medical conditions, allergies, additional needs or concerns that they may have. During home visits key persons will also discuss any information which may be helpful to settle the child and this is recorded in their 'All About Me' document.

Children with an Education and Health Care Plan will not be discriminated against in line with legislation outlined in the SEND Code of Practice 2015. Much of our site is accessible to children with physical disabilities, but due to the nature of our grade II listed building some areas are more difficult to access. There is an accessibility plan in place.

Arrangements for Identification of Special Educational Needs:

Nursery School places significant emphasis on the early identification of children experiencing difficulties accessing learning and general school life opportunities. We assess children's learning and development through the EYFS and undertake regular observations and assessments. A baseline assessment is completed by staff within the first four weeks of a child being in nursery and regular assessments are recorded throughout the child's time with us. This informs us of children's progress and identifies pupils who may require early intervention strategies. All children's progress is monitored, reviewed and shared with parents on a regular basis.

We assess our children using our progression of key skills and look at the extent to which a child is developing at expected levels for their age. This covers the seven areas of learning, including the prime areas: Personal, Social and Emotional Development, Communication and Language, Physical Development; and the

specific areas: Literacy, Mathematics, Understanding the World and Expressive Arts and Design. Each individual child's progress is tracked to enable us to assess individual progress and attainment.
If a child has a significantly greater difficulty in learning than their peers, or a disability that prevents or hinders them from making use of the facilities in nursery, special education provision is then deemed necessary and that provision is matched to the child's identified needs. A graduated Approach to identifying and supporting pupils with SEND is adopted at Rockwood Nursery School through Provision Mapping: -

Wave 1 – All children
Wave 2a – Early interventions based on group or individual TLP's.
Wave 2b - Additional external support
Wave 3 – Education and Health Care Plan

Some children access Rockwood Nursery with identified SEND needs with previously identified SEND needs either from birth or the 2-year check list and we ensure these needs are addressed prior to the child starting nursery and will automatically be tracked under Wave 2 or 3 of provision offer. For children accessing without a pre-identified SEND we place significant emphasis on the early identification of children experiencing difficulties accessing learning and general school life opportunities. A register of all children with SEND is kept by the SENDCo. All staff are made aware of the SEND register and individual children's needs. Parents are kept informed at all stages.

Wave 1

Individual assessments of all the children are completed within the first few weeks of nursery life; these assessments range from skilled staff observations of the children, Tapestry assessment, WellComm assessment, baseline assessments logged on the nursery Tracker system across all Areas of the Early Years Foundation Stage, WellComm assessments are completed on all children to assess their language development levels and other speech and language developmental assessments are also used if needed e.g. EAL assessments. The All about Me information from parents and carers is also used to build an overall picture of the child's ability and development. These assessments are used to indicate where a child may have SEND and this is discussed with the SENDCo. If further action is deemed necessary, this will be discussed between the SENDCo/Key Person and the parents. The SENDCo/Key Person and parents will complete an Early Help assessment (if necessary at this stage) or if outside agencies involvement is required.

Wave 2 a

Identified children will be placed on the SEND Register if their needs are 'additional to' or 'different from' the quality differentiated teaching and learning opportunities. The child is identified with special educational needs. The SENDCo, working alongside colleagues and parents, will assess and record the child's needs and future support. Children at this stage will be part of a group Targeted Learning Plan (TLP) or an individual one if deemed necessary with specific, developmental targets and this will be recorded on a provision map. This plan will be continually under review in consultation with the child and their parents.

Wave 2 b

If the TLP's are not meeting the children's needs then the SENDCo will inform parents and involve outside agencies in order to offer additional support and advice. This stage is characterised by the involvement of external support services, usually requested by the SENDCo and colleagues in consultation with the child's parents. Inclusion Teacher Support and advice and Inclusion Funding may be accessed and TLP's at this stage will, if not already, become individual and more detailed and the child's progress monitored every 8 working weeks maximum, less if necessary, and reported to parents. If these interventions still do not result in satisfactory progress, it may be necessary for the nursery, in consultation with parents and any external agencies already involved, to request a statutory assessment towards an Education, Health and Care Needs Assessment. An Early Help Assessment will be completed and Team around the Family meetings will be held to discuss next steps support for your child.

Wave 3

Formal Assessment (Education, Health and Care Needs assessment - EHCNA)

If the child's needs are still not being met then the SENDCo will inform parents that they will call a formal assessment which may lead to a Statement in the form of an EHCNA being issued and in some cases additional funding allocated to support the child's needs more effectively. This process will involve parents, SENDCo and agencies meeting to write an EHCNA for the child to inform the process and collate information from everyone, including the child.

The EHCNA will be formally reviewed annually, or 6-monthly if your child is under the age of 5 years old. It is continually monitored and used as a working document with specific amendments being made if required. The SENDCo, Key persons and parents are then responsible in drawing up a TLP to meet the targets set out in the EHCNA.

Review Procedures

It is the responsibility of all teachers to monitor the support and provision for children with SEND in their care.

For children at Wave 2 there will be staff reports on child progress reviews at planning meetings and target reviews with parents and key staff every 2 months. Parents will be invited to add their input in order that progress can be discussed and plans devised. TLP's will be reviewed and amended every 2 months by the SENDCo and Key Person.

For children at Wave 2b or 3, a more formal review will be held to which parents and any outside agencies who are involved with the child's progress will be invited to attend or offer a written report.

Where a child has an EHCNA, there is, at the minimum, a six-month review carried out by the nursery in conjunction with the LA to which parents and outside agencies are encouraged to attend.

Partnership with Parents

Parents are valued and their contribution in terms of identification and support with children with SEND is fully recognised. Parents will be kept fully informed where their child has special educational needs and from Wave 2a onwards, will be encouraged to attend reviews, support the development of individual approaches to their child and provide help at home wherever possible.

Access to the Curriculum

All children with SEND will have a full entitlement to a broad and balanced curriculum, as provided for all other children. In order to maximise their access some children may be taught in extension groups or on a 1:1 basis for short periods of time during sessions. Our aim is to provide a variety of appropriate teaching and learning opportunities, differentiated planning opportunities, support and resources all within the normal nursery environment.

Children with Medical Needs

Children who have medical needs may require intervention and support from nursery staff. Such a child will have a Medical Health Care Plan implemented at nursery which has been written for them in liaison with parents and the Health Service. This ensures a safe, agreed set of principles and procedures to ensure the child's needs are fully met and all health and safety arrangements have been addressed.

Roles and Responsibilities
The following members of staff have specific responsibilities:

Special Educational Needs Coordinator (SENDCo) – Mrs. Karen Bleasdale
Designated Safeguarding Lead (DSL) – Mrs. Faith Stringer
Back-up DSL – Mrs. Karen Bleasdale, Mr Paul Holden & Mrs Pamela Flory
Responsibility for Children who are Looked After – Mrs. Faith Stringer

The Governing Body has also identified a governor with particular responsibility for SEND provision in the nursery. This will ensure that the full governing body is kept informed of how the school is meeting statutory requirements. The Governor with responsibility for SEND is Mrs. Vicky Bradshaw

All staff will be involved in the formulation of the SEND policy and will monitor their key person children in all areas, alongside a teacher. All members of staff will work closely with the SENDCo to ensure that appropriate targets are set and thorough monitoring of children's progress.

The role of the SENDCO

The role of the SENDCO includes:

- Overseeing the day-to-day operation of the nursery's SEND policy.
- Coordinating planning and provision for children with SEND, ensuring appropriate differentiation.
- Ensuring that all staff understand their responsibilities to children with SEND and the school's approach to identifying needs and providing for them.
- Providing support and advice for staff.
- Keeping the SEN register up-to-date and ensuring that appropriate records are kept.
- Ensuring Targeted Learning Plans are written and reviewed.
- Making referrals to external agencies.
- Liaising with external agencies and being a point of contact for them
- Preparing appropriate reports.
- Working closely with parents/carers of children with SEND and ensuring that their views are sought.
- Contributing to in-service training for staff on SEND issues.
- Providing feedback to the governors and working with the SEND Governor.
- Overseeing provision mapping.
- Supporting transitions to schools.
- Supervising Support staff.

Monitoring and Evaluation of SEN

In order to make consistent and continuous progress in relation to our SEND provision the nursery welcomes feedback from staff, parents/carers and children throughout the year. Feedback is sought at staff meetings and at meeting with parents/carers.

In order to ensure that we are making progress the following also happens during the nursery year:

- Assessments are analysed and any children who are working below age related expectations are identified and possibly discussed during planning meetings. Parents views are also gathered via parental questionnaires each year and feedback forms when they visit nursery.
- Intervention groups are set up for groups of children and their progress is carefully monitored. Adjustments to groups and interventions are then made as required.
- Team Around the Family (TAF) meetings when required take place for children who require support from external agencies – these meetings are usually every six weeks.
- Staff report any concerns regarding children's progress or development to the SENDCo.
- The SEND policy is reviewed on an annual basis by staff and governors.
- The SENDCo meets with the governor for SEND and updates them as to any new developments with SEND and the number of children involved in intervention groups or having input from external agencies. Names of children are not used at these meetings. The SEND governor will then feedback information to the governing body with input from the SENDCo as needed.
- An annual report is produced by the governors and this is available on the school website

Training

All staff need to have a wide range of curriculum and SEND knowledge. This is regularly updated through staff training sessions, staff attending courses and working alongside other professionals. The SENDCo also attends regular training and cluster meetings to ensure that her knowledge is current. Specific training is undertaken by staff as needed in order to meet any specific needs that the children attending nursery at that time may have.

Transitions to School

All transitions to new settings for children with SEND are carefully planned to make them as smooth as possible for the child and their family.

In the summer term before children leave to move to primary school, the SENDCo will work closely with staff at the school to ensure that they are fully aware of the child's needs and current targets. Transition meetings are held at the setting and representatives from feeder schools are invited as appropriate. Visits to the nursery are encouraged by staff from the Primary Schools during the summer term. Paperwork relating to a child's SEND is discussed with the SENDCo of the primary school and then transferred securely to the primary school via CPOMs

Storing and Managing Information

All documents are recorded and stored on CPOMs and on our secure server. A brief description of children's needs is stored on the SIMS information system, which is password protected. When a child leaves nursery a copy of their CPOMs file is securely transferred to their school.

Accessibility

To ensure access for pupils or parents/carers with disabilities, the nursery is equipped with ramped entrances where possible, a disabled toilet and laundry facilities in line with current legislation.

Complaints Procedure

Any complaints about our SEND provision will initially be dealt with by the Headteacher. In the event of the matter not being dealt with to the satisfaction of the parent/carer, the matter will be referred to a complaints committee, comprised of the Headteacher, Chair of Governors and SEND governor. If the matter is still not dealt with satisfactorily, it will then be brought to the attention of the Area Special Educational Needs Officer.

Reviewing the policy

The SEND policy will be reviewed by SENDCo and the governing body annually.

Policy signed by:

Head Teacher	F Stringer	Date 19/10/26
Chair of Governors	V Bradshaw	Date 19/10/26

Policy to be reviewed Sept 2027 – to be revised every year.