

Madeley Nursery School



A place to create and celebrate a community of learning for all.

Policy:

Special Educational Needs and Disability (SEND)

2024-2025

Member of staff responsible (SENDCo): Victoria Waring

“All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances.” (Statutory Framework for the Early Years Foundation Stage Curriculum: 2023). [Statutory Framework for the Early Years Foundation Stage Curriculum.](#)

At Madeley Nursery School our high aspirations for each unique child, including all those with SEND, are rooted and nurtured in our deeply held values and aims.

- We are a place of citizenship and part of a strong community. Every child, including those with SEND, their families and educators working with them have rights and responsibilities within this community.
- We are a researching school. We work together to improve the quality of learning and teaching experiences for all. This includes making adaptations for those children with SEND, mindful always of the impacts upon all children and the school community.
- We have a steadfast belief in the competent child. Every child, including those with SEND, no matter how complex, has an incredible capacity to learn and develop through engagement with others and with the world.
- We consider that partnership between children, families and school must always be a priority. It must be genuine, respectful and active. For children with SEND and their families, this partnership should contribute support throughout each stage, challenges and successes, during their time at Madeley Nursery School. (Special Educational Needs and Disability Code of Practice: 0-25 years: 2015). [Special Educational Needs and Disability Code of Practice: 0-25 years.](#)

Our latest Ofsted Inspection (2023) recognised that all children, including those with SEND, make outstanding progress. To summarise and echoing the SEND Code of Practice (2015), the Children and Families Act (2014) and the Statutory Framework for the EYFS (2023):

- Our ambitions for children with SEND are the same as for all children – that they learn, progress and achieve in their early years, that they are safe and secure and go on to lead fulfilled lives. (Special Educational Needs and Disability Code of Practice: 0-25 years: 2015)

Inclusion

At Madeley Nursery School, we are proud to be an inclusive setting, where difference and diversity is celebrated, and inclusion and equalities apply to all children and families. We are curious about everyone's ideas and experiences. We work closely with families and with other professionals who may be involved with a child and their family. We listen and then we continue to listen. Whilst we recognise the value of early identification of SEND and intervention, we also know the strength of building relationships, of time and space given to getting to know the unique child and their family. We build strong foundations upon which to ground high expectations alongside individual, achievable short-term targets as part of a rich and expansive curriculum.

Definitions of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them that is targeted or specialist and beyond the universal offer. A child or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than most others of the same age, or

- have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

For children aged two or more, special educational provision is educational or training provision that is additional to, or different from, that provided generally for other children or young people of the same age, by mainstream settings (Part 3, Section 20, Children and Families Act: 2014).

Children that fall under the following criteria would not be placed on the register of pupils with SEND solely for this reason. However, one or more of these criteria may contribute to a learning need requiring more specific action to support the child's progress, and attainment. If this was the case, school and family would consider the individual need and benefit of being included on the SEND register.

- Low attendance
- Health and welfare
- English as an additional language (EAL)
- Looked after child or a child in care (LAC / CIC)
- Child of serviceman/woman
- Those eligible to receive Pupil Premium Grant (PPG)

The definition of disability in the Equality Act (2010) includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is an overlap between disabled children and young people, and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

Our Aims

Madeley Nursery School resolutely aims to promote and ensure inclusivity and equity. Our aims can be summarised as follows.

- Each child, including those with SEND, has access to a broad, balanced, and relevant, accessible curriculum, based on our deeply held values and aims.
- We listen to and learn from the families of each child, who know the child best.
- We observe and reflect on the individual needs of children, enabling early identification of SEND and therefore, early intervention.
- Individual Education Plans (IEPs) follow an Assess, Plan, Do, Review (APDR) approach.
- Parents are fully involved in their child's SEND provision, invited to review meetings to discuss progress and are involved in setting targets.
- Adaptations to teaching and learning strategies will be made and reasonable adaptations in the environment, to ensure the curriculum is accessible for children with SEND.
- For children with highly complex SEND, bespoke curriculum offers will be developed and further guidance sought from the Early Years SEND Advisory Team and Local SEND Officer.
- Each child is surrounded by a positive approach which builds on their strengths and considers their wishes appropriate to their age and understanding.

- Each child with SEND is fully included and, with any necessary safety measures in place or adaptations, has the opportunity to experience all activities.
- We maintain, and seek to continually improve, systems and strategies which are effective and flexible in response to changing needs.
- We work in partnership with any outside agencies involved, prioritising always, the needs and rights of the child being met.

Identification and Assessment

In line with the Code of Practice (2015), key workers, supported by all educators working with children, monitor and review the progress and development of all children throughout nursery.

Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, key workers should consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from educator observations and from any more detailed assessment of the child's needs. Key workers should consider information on a child's progress throughout the curriculum in relation to the four areas of SEND need.

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and / or Physical Needs

Where any specialist advice has been received or sought from beyond the setting, this should also inform decisions about whether a child has SEND. All the information should be brought together with the observations of parents and considered with them.

A delay in learning and development in the early years may or may not indicate that a child has SEND, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, challenging or withdrawn behaviour does not necessarily mean that a child has SEND. However, where there are concerns, there should be assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported using approaches such as the Early Help Assessment (EHA), should be adopted.

At Madeley Nursery School all children are assessed as part of their daily access to the EYFS. Our unique child meetings and supervision meetings ensure that the safeguarding, wellbeing, learning and progress of each child is regularly and robustly considered and reviewed.

A Graduated Approach

All children develop differently, and the curriculum is adapted to meet the needs of each child through a universal provision and quality first teaching approach. The Special Educational Needs and Disabilities Coordinator (SENDCo) will regularly attend unique child meetings in each nursery nest, to discuss any concerns keyworkers have regarding a child's progress or if significant adaptations are being made for a child to access the curriculum and environment. Issues raised would relate to one or more of the four SEND areas of need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; or Sensory and / or Physical Needs.

A meeting with parents will be arranged and, with parental agreement, an Initial Record of Concern (IROC) would be completed. This would be reviewed after a period of 6 weeks. During this time, further monitoring, and reflection, supported by the SENDCo will be undertaken. Discussion with the

child's parents / carers will continue, reflecting on their child's strengths and progress. If concerns about progress remain when the IROC is reviewed an Early Years Individual SEND Support Record can begin which will plan more targeted provision and support to address the needs of the child and to develop specific skills.

This will be recorded on an IEP that is shared with parents and regularly reviewed, approximately each half term. IEPs are strength based, aspirational, yet optimistic and attainable. They will feature assess, plan, do, review cycles at a:

- Targeted Level / Early Years Action or a,
- Specialist Level / Early Years Action Plus

The IEP will target 2-3 specific skills. Targets will be SMARTA (Specific, Measurable, Achievable, Relevant, Time-Based, Agreed) Targets will be worked on regularly and a weekly overview record kept for Targeted Level / Early Years Action, tracking implementation of support, adaptations, and progress. Involvement of outside agencies to assess, provide advice and review the child's progress over time may be sought at this level. This may be a Request for Involvement from the Early Years SEND advisory team or a referral to the Speech and Language team, for example.

For children at a Specialist Level – Early Years Action Plus, notes on daily activities and work towards targets will be recorded at least three times a week. This level indicates a higher degree of need which may include child-specific changes to the environment, ongoing support from outside agencies, use of an alternative communication system, a personalised curriculum and frequent individualised support from a member of staff.

Agencies and Specialists

Madeley Nursery School will work with parents / carers to involve other agencies and specialists, so that advice may be gained in how best to continue to support their child's needs and to gain recommendation on successful interventions and evidence-based programs.

All children will continue to have the range of activities, monitoring and assessment that is offered to every child; their provision to address specific needs will be in addition to the universal provision.

Some children may have the support of an outside agency and not need to be identified as having SEND. Where the child's needs can be met within universal provision and curriculum progress is good, then there is no need for the child to be identified as having SEND. This might include for example children who access physiotherapy, and with orthotics are able to access all equipment, or children who have a speech production delay but where their access to the social and learning opportunities in the setting are well managed with the universal provision.

For other children, there may be further referral to the Local Authority SEND team for Early Years Inclusion Funding (EYIF) support, potentially leading onto an Education Health Care Needs Assessment (EHCNA) for an Education Health Care Plan (EHCP). This is for children with highly complex needs who require a bespoke curriculum. Ideally, children requiring an EHCNA will have been through a graduated response for some time before, and their needs will be well identified.

Resources

The staff will encourage children with SEND to make the best possible progress by:

- working in small groups and pairs on activities with a focus agreed by the keyworker and SENDCo.

- providing additional support from adults when needed.
- adapting activities or environments where appropriate and possible.

In line with the requirements of the disability sections of the Equality Act 2010 Guidance (updated 2015), the school will seek to put in place any facilities or adaptations necessary as soon as funding is available.

Further adaptations, connected to each of the four SEND areas of need, will be made to support and ensure progress. These may include:

- use of alternative and augmentative communication, e.g., Makaton or PECs signs and symbols, alongside the use of First/Then boards.
- using visual and written materials in different formats, e.g., large print, recorded materials, ICT.
- using materials and resources that children can access through sight, touch, sound and smell.
- encouraging and promoting positive behaviour.
- putting a behaviour plan into place, agreed with parents, when necessary.
- supporting families in accessing information and further guidance, if appropriate, including signposting to SENDIASS (Special Educational Needs and Disability Information Support and Advice Service) and PODS (Parents Opening Doors).

Training

Training needs will be identified in three ways:

- through the school's self-evaluation framework.
- through individual CPD requests
- through meeting the needs of individual children.

This may include meeting health and care needs, requiring the training by health staff in, for example, managing a gastrostomy feed, suctioning or by a trainer in manual handling.

At Madeley Nursery School all staff take a keen interest in continuing to develop their own knowledge and understanding of SEND. Key workers and support staff have received training across a range of SEND needs. These include:

- Early Talk Boost training (Speech and Language)
- Autism Trust training
- Hanen training (Speech and Language)
- Makaton signing
- Use of visuals

Victoria Waring (SENDCo) has attended the Good Autism Practice training from the Autism Education Trust (AET) and is supported in the role of Autism Lead by Debbie Shaldon (key worker) and Clare Jones (support worker). Additionally, Victoria Waring (SENDCo) is the Mental Health Lead, supported by Mo Bowers (keyworker) who has responsibility for the Future in Mind project, and Paula England (administrator). There is a whole team approach to supporting all children with social and emotional aspects of learning and expertise amongst the staff team to meet the needs of children for whom social, emotional, and mental health is identified as a SEND need.

Parent Partnership

All parents are welcomed into Madeley Nursery School, and we aim to work in partnership with families to meet the needs of their children. Parents are made aware of whom the SENDCo is and the SEND provision in the school through newsletters, induction sessions, and parent consultation events. Parents are invited to meet the SENDCo at any point they have a concern with their child's learning and progress.

For some parents of children with complex needs, including complex medical needs, this will require a meeting before the child begins in nursery. This will be to ensure that training, equipment, resources and possibly risk assessments, manual handling plans, health care plans are included in their IEP.

Parents are asked to contribute to their child's IEP, in setting targets and reviewing progress. Sometimes they will be asked to support referrals, to Speech and Language Therapy (SALT) or as part of the EHCNA process, for example. No referrals will be made, or discussions had with outside professionals without written parental agreement, except where there is a risk to the safety or well-being of the child. All parents have access to the SEND Policy and the School SEND Local Offer which outlines help available at Madeley Nursery School. All parents are made aware of the Telford and Wrekin Local Offer and they are encouraged to use SENDIASS, for additional support and advice.

The Governing Body

The Governing Body will be kept fully informed about the SEND provision and policy updates through the Full Governor and the General-Purpose Committee meetings. At Madeley Nursery School the link Governors with responsibility for SEND are Helen Beale (Chair of Governors) and Hannah Muddiman (Parent Governor).

The Code of Practice (2015) states that it is the Governing Body's responsibility to make sure that:

- they are fully informed in developing and monitoring the school's Special Educational Needs policy.
- all governors are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- SEND provision is an integral part of the school improvement plan.
- the quality of SEND provision is continually monitored.

At Madeley Nursery School, the Governing Body fully supports the nursery's continual endeavour to offer a safe and supportive learning environment, where all children are encouraged and supported towards progress and development, at a level appropriate for each individual child so that they can fulfil their potential (Early Years Foundation Stage Statutory Framework: 2023). In addition, the Governors continue to ensure the nursery is accessible to all, in line with the requirements of the Equality Act (2010).

SENDCo

All maintained schools must appoint a designated teacher as SENDCo. The SENDCo for Madeley Nursery School is Victoria Waring.

The SENDCo has responsibility for SEND and the role is largely a strategic one. Keyworkers are responsible for the progress and development of every pupil in their key group.

The SENDCo works closely with the Head, the Deputy Head and all other educators and is closely involved in the strategic development of the SEND policy and provision. The SENDCo has responsibility for the day-to-day operation of the school's SEND policy and for coordinating provision for pupils with SEND. They must:

- ensure that the SEND policy is adhered to in the daily operation of the nursery.
- co-ordinate provision for children on the SEND register, with other members of staff.
- liaise closely with parents, staff, and other agencies.
- advise and support colleagues within nursery.
- make sure that appropriate IEPs are in place and that these are reviewed and amended in a timely manner.
- ensure that relevant background information regarding individual children with SEND is collected, recorded, updated, and stored safely.

- ensure that children's SEND records are copied and transferred to the child's next setting and that a signed record of this transfer is then stored with the original documents in school.
- ensure, where possible, any significant training, adaptations, risk assessments and planning is in place before the start date for children with highly complex SEND.
- ensure the Local Offer is updated and is on the Nursery Website.
- ensure parents / carers are aware of Telford and Wrekin's Local Offer. [Telford and Wrekin Local Offer.](#)
- plan and write IEPs, alongside keyworkers and parents / carers, exploring practical strategies for the graduated approach and ensuring that targets are SMARTA (Specific, Measurable, Achievable, Relevant, Time-Based, Agreed).
- support staff in accessing relevant training and workshops.
- ensure that the SEND register is updated each term and that a summary of the SEND register is shared with Governors at termly meetings.
- access the Local Authority SENDCo Network meetings and any other relevant CPD.

Monitoring and Evaluation

The SEND policy is monitored and evaluated by the link Governor's for SEND, Helen Beale (Chair of Governors) and Hannah Muddiman (Parent Governor). The designated members of the governing body will visit the nursery termly to discuss the arrangements for SEND children with the SENDCo. The learning environment and the curriculum are also monitored for evidence of inclusion and meeting the needs of children on the SEND register through the termly visits. This is then reported back at the next full Governors meeting. The SEND link governors, along with the Health & Safety link governor, support the Head Teacher and SENDCo with any necessary planning for ensuring that the nursery is accessible to all and meets the requirements of the Equality Act 2010.

The SEND code of practice, in line with the developments of the Education Act 2011, has been in place since 2014. Madeley Nursery School are committed to a policy of inclusion and equity for all and therefore this policy will be amended to reflect any new legal requirements, as appropriate. Any concerns with SEND policy, practice or provision at Madeley Nursery School should first be discussed with the SENDCo or Head Teacher. Further advice can be found in the Complaints Policy.

Safeguarding

Staff are very aware of the vulnerability of children with SEND and will be highly vigilant with safeguarding practice. As mentioned earlier in the policy, our supervision procedures, ensure that the safeguarding of each child is regularly and robustly considered. All staff have read, understood, and signed our policy and the Local Authorities policy on Keeping Children Safe in Education 2023 (KCSIE) and the DSLs in nursery alert staff to all updates in this policy.

Cultural Awareness

For children with SEND, as with all families, it is the responsibility of keyworkers to ensure they are familiar with a family's cultural practices which may have an impact on the children's experiences within nursery. This information will be shared between the keyworker and families during the initial home visit or transition meeting in nursery. Staff will then need to share relevant information with all nursery staff to ensure inclusive, equitable practice within the nursery curriculum and environment. Information of cultural practices will be shared through unique child and supervision meetings.

Transitions

We aim to support positive transitions to school or another setting for children with SEND. This may involve direct liaison with the receiving school and the provision of appropriate reports. Parents will be kept informed of all information passed on. Additionally, we may support school visits with keyworkers or the SENDCo, to aid transition for children. This will be done in conjunction with the receiving school and parents.

Confidentiality

All information, documents, reports, and IEPs, on each individual child identified as having SEND will be stored safely and confidentially within nursery.

Status	Agreed
Agreed at:	Full Governors Meeting
Effective from:	Spring 2024
To be reviewed by:	General Purposes Committee Spring 2024
Responsible person in school:	Victoria Waring

Responsible person signature:

Date:

Governor signature:

Date: