

# Special Educational Needs and Disability (SEND) Policy

## Keswick House Nursery School

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## 1. Aims and Objectives

### 1.1 Aims

At Keswick House Nursery School, we wish to establish an environment where pupils are valued and supported as individuals, and where rights and dignity are maintained. Most importantly, Keswick House Nursery School has an underlying belief in quality teaching practices and high expectations for all children. Our aims are:

- to provide the best setting to meet the needs of children with SEND and to monitor and evaluate sites and resources in order to effect improvements.
- through reasonable adjustments to enable all children, including those with SEND, to have full access to all elements of the school curriculum.
- for staff at The Nursery Roche School to welcome children with special educational needs and disabilities and adopt a positive attitude towards all children's needs, recognising each pupil's achievements as well as his or her difficulties.
- for all pupils to achieve the maximum possible for their ability.
- to acknowledge parents/carers as invaluable partners and involve them in decisions about their children's education.
- to ensure safeguarding procedures are in place to ensure that all pupils will be protected from harm and neglect.
- to ensure that pupils with medical conditions are supported to enable their maximum inclusion in all school activities.

### 1.2 Objectives

Keswick House Nursery School's objectives for SEND show a commitment to:

- the early identification, assessment and graduated provision for all pupils causing concern
- working within the guidance provided in the SEND Code of Practice 2015
- the continuous monitoring of pupil progress to aid identification and maintaining an awareness that the continued progress of pupils with SEND is the responsibility of all staff
- regularly monitoring and evaluating provision in place to overcome barriers to learning
- working in partnership with parents/carers thus enabling them to take an active role in their child's education
- involving pupils actively in the decision making process regarding their education
- working with outside agencies to meet the needs of SEND pupils
- ensuring support and well targeted continuing professional development opportunities to enable a high level of staff expertise to meet pupil need and fulfil their responsibilities
- ensuring that pastoral care and support is available for all pupils so that they develop in all areas and build a strong sense of self-esteem

## 2. Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN Co-ordinators (SENDCos)

### 3. Definitions

#### What are Special Educational Needs?

A child or young person has special educational needs if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.

A child of compulsory school age or young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age  
or
- has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools  
or
- the child has a Standardised Score of 85 and under

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them. (Code of Practice 2014)

### 4. Roles and Responsibilities

#### 4.1 The SENDCO

The Special Educational Needs and Disability Coordinator (SENDCo) is Lisa Christou

They will:

- Work with the Head of Nursery and key teachers to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility along with the Head of Nursery for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head of Nursery to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

#### 4.2 The Head of Nursery

The head of nursery will:

- Work with the SENDCo to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### 4.3 Key teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- Ensuring that the Graduated Approach is kept up to date
- Ensuring that they are aware of all targets, reports and interventions relevant to the SEND children in the class
- Ensuring that the curriculum is differentiated and personalised for the children with SEND
- Attend relevant SEND training

## 5. Partnership with Parents

We realise the importance of home and school working together in supporting the development of children with special educational needs and see this as fundamental to the child's progress. We keep parents informed of progress through regular meetings and written reports in the form of Individual Education Plans (IEPs). These are written at the beginning of each term in consultation with the parent, key teacher and any other staff working with the child. The outcomes are reviewed at the end of the each term.

Should any parent be concerned by their child's development or lack of progress, they are welcome to come into school before or after school hours to discuss their concerns with the key teacher, Lisa Christou (SENDCO & Manager) or Gabriella Emery (Head of Nursery).

If extra support is thought to be necessary, parental co-operation is sought at each stage and with parental consent, in school assessments are carried out to inform target setting and teaching.

## 6. Admissions Procedure for Children with SEND

At Keswick Nursery School, we employ an active inclusion policy and recognise the right for children with SEND to be educated in a mainstream school where it is in the child's best interest. Admission arrangements do not discriminate against children with any specific special educational need. Please see Access Plan.

We will continue to provide an inclusive education for as long as possible. In exceptional circumstances we may have to seek an alternative setting should it no longer be in the child's best interests to be taught at The Roche School. In this event we will provide help by offering support and advice on an alternative appropriate setting.

## 7. SEN information report

### 7.1 The kinds of SEN that are provided for:

Special educational needs and provision can be considered as falling under four broad areas.

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

### 7.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment through our baseline assessment, communication with parents and health visitor (if appropriate), which will build on previous settings where appropriate. Key teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

### 7.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

The 2-3 year old progress check and summary of achievement will be one of the many forums provided to discuss the child's level of attainment and support needed.

### 7.4 Assessing and reviewing pupils' progress towards outcomes

Teachers have overall responsibility and accountability for the progress and development of all children in their group, including those children who need additional support from teaching assistants or specialist staff. With high quality teaching that is differentiated and personalised we expect all children to make adequate or better than adequate progress.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.



The key teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All key teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### 7.5 Process for Action

With parental permission we can offer some in-house assessments to see if there are any gaps in a child's development. If assessments indicate that a child would benefit from a formal screening from an outside agency or in house interventions, then the SENDCo will meet with the parents to discuss what the next steps could be. This can include:

- Individual Education Plan (IEP). The support to be provided for the child will be recorded on the IEP. The IEP is a working document and the targets and strategies can be changed in order to continually ensure that the needs of the child are being met.
- 1:1 sessions with a qualified and/or experienced specialist teacher
- External agencies such as an Educational Psychologist, Speech and Language Therapist or an Occupational Therapist. They may also be referred for a multi-disciplinary assessment- SEND referral forms are found on the Family Information Service website.

- An Educational Health Care & Needs Assessment which can lead to an Educational Health Care Plan

## **7. 6 Education Health Care Plans and Annual Reviews**

From September 2014, existing statements were gradually switched to Education, Health Care Plan (EHC Plans).

If a child without an EHCP has significant needs and is not making progress despite the above processes being put in place, an Educational Health Care & Needs Assessment can be applied for. This assessment can be requested by a child's parents or by the school with the parent's consent, from the local authority. In the new Code of Practice, the local authority must make a decision on whether to proceed with a statutory Education, Health and Care Plan assessment within 6 weeks of receiving the request.

(The Local Authority has 20 weeks in which to complete the whole process from the day in which the application has been submitted).

The whole assessment and planning process must take no more than 20 weeks, from the point an assessment is requested until the final EHC Plan is issued. If the local authority decides not to issue an EHC plan, it must inform the child's parents within a maximum of 16 weeks from the request of the EHC assessment. Please see Chapter 9 of the Special Educational Needs and Disability Code of Practice: for 025 (July 2014) for more information.

If a child enters or transfers to Keswick House with an EHCP, targets will continue to be monitored and reviewed.

## **7.7 Supporting pupils moving between phases**

If a pupil moves from Keswick House Nursery School to another setting, we will ensure the process runs as smoothly as possible. We will share relevant information with the school, or other setting the pupil is moving to. We will be available to discuss the transition if required.

## **7.8 Adaptations to the curriculum and learning environment**

All pupils have a right to a curriculum which meets their needs. We make the following adaptations to ensure all pupils' needs are met and that they achieve their full potential both inside and outside the classroom:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson.
- Adapting our resources and staffing
- Using recommended aids, such as PECS, visual timetables, larger font books, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary etc.

Those with SEN may be withdrawn from the classroom for short periods at certain times. The work they do during these times aims to strengthen their skills. The number of sessions per week for each child is decided between the SENDCo, the key teacher and the parents. The time for the session/s is arranged according to the class timetable.

## **7.9 Additional support for learning**

Where possible we train staff to deliver interventions and 1:1 lessons, we also work with the following agencies to provide support for pupils with SEN:

- Wandsworth Education Department

- The Special Needs Assessment Section of Wandsworth Education Department
- The Early Years Centre, Wandsworth
- Local Health Services
- Social Services
- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Local Special Schools
- Wandsworth Hearing Impaired Unit

### **7.10 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Monitoring by the SENDCo
- Holding annual reviews for pupils with EHC Plans

### **7.11 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

Keswick House Nursery School is committed to ensuring equal treatment of all its children. We will ensure that people with disabilities are not discriminated against in any way. We aim to develop a culture of inclusion and diversity in which people with disabilities are able to participate fully in school life. Reasonable adjustments will be made to ensure that the whole school environment is accessible as possible. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit the school. Please see the following documents for further detail on how we support those with disabilities:

- The Disability and Equality Scheme and Accessibility Action Plan
- Equal Opportunity and Cultural Diversity Policy

### **7.12 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Every child progressing and meeting success at own level
- Providing appropriate tailored help for child to deal with own particular need
- Promoting a happy, relaxed but stimulating environment for the children to enjoy
- Encourage play dates with other families
- Children leaving school as independent learners with a degree of confidence and self-discipline.

We have a zero tolerance approach to bullying.

### **7.13 SEND, Pastoral Care and Safeguarding**

Safeguarding children and young people with SEND requires understanding, foresight, reflection and communication. Staff are trained to recognise and respond to the pastoral needs of pupils with SEND, and school policies such as the Safeguarding Policy take this into account. The SENCO works closely with Stephen Womersley the DSL at our main school, The Roche School.



## **8. Record Keeping**

The SENDCo maintains registers of pupils identified as having SEN. These lists are regularly updated and available to staff.

Records are kept on all pupils on the SEN registers and updated regularly. These will include:

- Details of any assessments
- Details of any observations from staff
- Notes on provision and updates to provision
- Information from monitoring procedures
- Communication with and reports from external agencies
- Notes on communications with parents

Teachers maintain a record of each child's progress. This includes all children with special educational needs.

## **9. Complaints about SEN provision**

Concerns and complaints about SEN should be addressed to the child's key teacher if relevant, or an appointment can be made with either the SENDCo to discuss the complaint further.

If necessary, the SENDCO will take your concern to the Head of Nursery or the Principal who will respond by meeting with the parents to discuss the situation. If the situation is not resolved in the meeting, the school's general complaints procedure would be followed.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Please read the Complaints Policy for a more details account of our complaints procedures.

## **10. Monitoring arrangements**

This policy and information report will be monitored and reviewed by Lisa Christou. It will be updated on an annual basis and approved by the Head of Nursery.

## **11. Links with other policies and documents**

This policy was informed by:

DfE Statutory Guidance on supporting pupils at school with medical conditions (Dec 2015)

DfE Departmental Advice 'The Prevent Duty' 2015 (updated in April 2021)

HM Gov 'Working together to safeguard children' 2023

DfE Statutory Guidance 'SEND Code of Practice 0 – 25 years' (January 2015)

DfE Departmental Advice 'The Equality Act 2010 and schools' (May 2014)

Children and Families Act 2014

DfE Guidance on Teachers Standards 2011 (updated 2013)

The Education Act 2011

EYFS Statutory Framework (2025)

This policy links to our policies on:

- Assessment
- Complaints
- Curriculum
- Equal Opportunities
- Monitoring Attendance Policy
- Safeguarding and Child Protection
- Accessibility
- Behaviour
- Disability Equality Scheme and Accessibility Action Plan
- Supporting pupils with Medical Conditions

## **12. Additional Needs: Gifted and Talented Pupils**

A child may show signs of a high level of ability in one or all aspects of learning. Once identified, differentiated class provision will extend the range of work offered, presenting greater challenges to high achievers. Individual and group help may be given as well as every encouragement for further extension and extra achievement.

We feel it is important for the child to widen experiences and interests to allow further development at an accelerated pace whilst still enjoying social development with peers.

