



Hungerford Nursery School Centre for Children and Families SEND and Inclusion Policy

To be reviewed: Annually

Policy Agreed: 03.03.2025 To be reviewed: March 2026

Headteacher	Sign & Date: 03.03.2025	<i>[Signature]</i>
Chair of Governing Board	Sign & Date: 03.03.2025	<i>[Signature]</i>

Date	Description of any changes
09.03.2021	Policy remodelled
15.03.2022	No changes
5.04.2022	Removal of SEN lead and addition of joint SENCO
07.02.2025	Addition of new process of identification of SEND Change in wording for who can request an EHCP. Removal of 'Home Visits', 'Key person approach', 'The Curriculum', 'Funding'.

Hungerford Nursery School Special Educational Needs and Disabilities (SEND) Policy

Please note: When we use the term “parent”, we include both parents and other carers (e.g. foster carers or others) with parental responsibility

Purpose

The purpose of this policy is to provide clear guidance to staff on how we provide effective inclusive provision for children and families with Special Educational Needs and/or Disabilities (SEND). This policy should be read in conjunction with other school policies relating to interaction between adults and children. These policies include: - Positive Relationships, Equal opportunities, Safeguarding and Child Protection. The school reports annually on the implementation of this policy in its SEND Information Report, and on equalities (Public Sector Equality Duty Report).

Staff and Governors at Hungerford Nursery School and Family Centre are committed to the full implementation of the 2014 **SEND code of practice: 0 to 25 years**. <https://www.gov.uk/government/publications/special-educational-needs-sen-code-of-practice>

We believe that early education is of crucial importance for young children with disabilities and/or Special Educational Needs and endorse the right of these children to be educated in mainstream school. All staff should expect to teach children with Special Educational Needs and the school educates children from the local community whatever their background or ability. We welcome children with disabilities and/or Special Educational Needs (referred to hereafter as ‘Special Educational Needs’) and their families. We appreciate their contributions and recognise that they enrich the learning environment for all the children and adults in our school.

All children have the right to learn through play and are entitled to a broad and balanced curriculum in the Early Years Foundation Stage. We will strive to overcome actual or potential barriers to learning faced by children to ensure every child is able to play and learn in a way that is appropriate for them.

Due to the age of our children, their overall well-being is of primary importance to us. We are an inclusive school and want all of our children to feel a sense of ‘belonging’. All children are valued individuals with unique interests and strengths. All children should be given opportunities to reach their full potential educationally, emotionally and physically.

Definition of the term ‘Special Educational Needs’

A child or young person has special educational needs and disabilities if they have a learning difficulty and/or a disability that means they need special health and education support. We shorten this to SEND. Special Educational Provision is provision which is additional to or different from the educational provision made for children of the same age in mainstream schools.

[Special educational needs and disability code of practice: 0 to 25 years](#)

A child with a medical condition does not automatically have Special Educational Needs.

Identification of Special Educational Needs

Children with Special Educational Needs may become known to our setting in a number of ways, including:

- A family may indicate that their child has a particular need when they register their child for a nursery place.
- Staff may become aware of children with Special Educational Needs during home visits prior to their child starting
- Other professionals who are working with the families in the area may contact the school or advise the family to contact the school.
- After the child has been in the nursery for some time, the Key Person will carefully complete their initial assessments, closely following the Graduated Approach.
- The SENDCo (Special Educational Needs and Disabilities Coordinators) and Headteacher, will liaise with support services to assess the child's level of need and a programme of transition visits can be arranged prior to the child starting Nursery.

The Headteacher, the SENDCo, and the Family Support Worker will liaise to varying degrees as needed to ensure that any necessary arrangements that need to be made prior to admitting the child can be made.

At Hungerford nursery we adopt a Graduate Response approach:

Wave 1 – Monitoring

Through Quality First Teaching and focused assessments, some children may need more help and support above that which is normally available for all children in the nursery. Parents may also be expressing concerns about development. The SENDCo can offer advice and support for the teacher and the parents following 'Expression of Concern' form completion. GAP (Graduated Approach Plan) is completed with SENDCo and the Key Worker (KW) and child is added to Wave 1 tab of SEND Tracking document and timeline agreed (at discretion of SENDCo).

Wave 2 – Focussed

After 3 GAPs have been completed (timeline decided by SENDCo), if it is felt by the nursery school and parents that the child needs personal targets to help their development, a SAPP (Support and Achievement Play Plan) is put together by the child's KW with support of SENDCo and parents. SAPPs must be reviewed 3 times a year by the KW and monitored by the SENDCo.

Wave 3 – Complex

If the child continues to demonstrate significant cause for concern, despite at least 3 cycles of Assess, Plan, Do, Review of SAPPs, a request for an Educational Healthcare Plan (EHCP) may be made to the local authority.

Admitting and Settling Children to the Nursery School

The Governing Board has agreed to the Local Authority's Admissions Arrangements which do not discriminate against children with SEND. We will work with each child and their family individually in regard to a settling in period to ensure the well-being of the child. When children with an identified Special Educational Need or Disability are on the waiting list for a place at the Nursery they may be given priority, as set out in our Admissions Policy.

The Code of Practice Procedures

Children may enter Nursery with a previously identified Special Educational Need and may already have involvement from a range of professionals. These children will be placed on to the SEND register recorded on SIMS. Consideration will be given to the nature of their need and how this will best be met in school. In some cases, a Special Educational Need may not lead to an additional educational need. In the case of some medical conditions a care plan is put into place and no additional educational provision is needed.

There are regular staff meetings where individual children are discussed, and any particular concerns or issues can be raised. The SENDCo (with support from the Headteacher) oversees and monitors children on the SEND register and children who fall into the Wave 1 category of our GAP.

Working with Parents

We work in partnership with parents. We aim to give parents of children with Special Educational Needs sensitive but informative support and advice, with the opportunity to influence and contribute to their child's education. Parents are involved in discussions about their child, given the information about the assessment procedures, introduced to support workers and other professionals working with their child, invited to meetings and reviews, given a copy of reports. With parental consent referrals can be made to a number of outside agencies such as: CAMHS, Educational Psychologist, Occupational Therapy, and Physiotherapy. Where a parent has concerns about a child's development in speech and language they are encouraged to attend a speech therapy drop-in (held behind the Doctors surgery every other month) or contact the Speech Therapy service:

<https://cypf.berkshirehealthcare.nhs.uk/our-services/children-and-young-peoples-integrated-therapies-cypit/>

Education, Health and Care plans (EHCPs)

Some children with SEND can benefit from additional support in the form of an EHC plan. A request for an EHCP can be made by anyone who thinks an assessment may be necessary, including doctors, health visitors, teachers, parents and family friends. If a request is made and agreed the SENDCos will:

- Co-ordinate provision for the child based on specification written in the plan.
- Formulate a Support Plan, and set review dates, monitor Support Plans regularly.
- Support the Class Teacher and each team in delivering set targets.
- Liaise with external support agencies as appropriate.
- Co-ordinate annual reviews by inviting the parents and all the professionals involved in child's education.
- We will keep the parent informed at every stage of the process.

Working with Other Agencies and Specialists

We aim to work in partnership with other agencies and specialists. We recognise that specialist input can enhance the learning of all children and complement existing teaching methods.

Links with Local Schools

The Nursery holds transition reviews before transition for all children who have high needs funding and for any other children who have a particular area of need. Parents, school staff, outside agencies and representatives from the receiving school are invited. Participation from receiving schools is vital at this stage. The SENDCo works closely with SENDCos of receiving schools and passes on all relevant information relating to all children with Special Educational Needs who are transferring to Primary School.

Transition

Transition from the Nursery to Primary School is given high priority. In addition to a wide programme of activities for all, extra visits can be arranged for children with Special Educational Needs and those children who seem more vulnerable than others.

The Role of the Special Educational Needs and Disabilities Coordinator (SENDCo)

- The day-to-day operation of SEND Inclusive Education Policy
- Maintaining the SEND register and overseeing the records of all children with SEND
- Liaising with, advising and supporting all staff and children
- Co-ordinating provision for children with SEND both internally and externally
- Liaising with parents, involving them in supporting their children and understanding SEND
- Contributing to in-service training for all staff and identifying training needs
- Liaising with external agencies including the Educational Psychology Service, other support agencies and LA officers and facilitating their work within the centre
- Liaising with team leaders about attainment, assessment and progress
- Ensuring that on-going observation and assessment provide regular feedback to all staff and parents about the child's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the child's learning
- Monitoring the provision for children on the Code of Practice in terms of planning, delivery and Support Plans.
- Attend cluster meetings and disseminating information to staff
- Liaising with SEND Inclusion Link Governor
- Raising awareness of the Inclusion policy in the centre
- Linking with schools to ensure smooth transition
- Offering support during meetings including termly and annual reviews and Support and Achievement Play Plan meetings
- Co-ordinating the audit and review of SEND policy, procedures and practices in the light of changes to the Code of Practice and Government legislation and borough guidelines
- Produce a termly report to governors

The Role of the Class Teacher/Room Leader

- Identification of a need (Initial Concerns)
- Taking account of the children' and parents' views
- Team-planning: for the differentiation of activities and tasks
- Classroom management
- Assessment and record-keeping to demonstrate progress and attainment
- Attending Support Plan reviews

In fulfilling these duties, staff should be supported by the SENDCo, who have curriculum leadership responsibilities and, in some cases, by visiting advisors for the support services.