

Special Educational Needs and Disability Policy

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Reviewed Sept 2026

To be reviewed Sep 2027

The Nursery School specialises in providing high quality early years education for children aged two to five years. Our mission statement 'Where children come first and everything we do must reflect this single goal' embodies our commitment to ensure all children have the best possible environment for learning.

At The Nursery School all children benefit from high quality learning opportunities, both indoors and outside. We take advantage of our local environment and believe that the natural world can be utilised to develop valuable life skills such as language, empathy, social interactions and critical thinking skills.

The Nursery School has high aspirations and expectations for all children and is committed to ensuring all children develop the life skills necessary to achieve the best outcomes. With the right support the vast majority of children with SEN find school a positive experience, achieving and fulfilling their potential alongside their peers.

The SENCo is a member of the SLT and can be contacted in person at the Nursery, by telephone or email.

Special Educational Needs Co-ordinator:

Hornsea Nursery	Bridlington Nursery
Miss Claire Hegarty	Miss Vicky Readshaw
01964 534396	01262 678485
Hornseanursery.senco@eastriding.gov.uk	Bridlington.senco.nursery@eastriding.gov.uk
Hedon Nursery	Beverly Manor Nursery
Miss Amy Gawthorpe	Mrs Jane Armitage
01482 891396	01482 882631
Hedonnursery.senco@eastriding.gov.uk	Beverleymanornursery.senco@eastriding.gov.uk

The SEN Governor can also be contacted by telephone or email.

Special Educational Needs Governor:

Hornsea Nursery	Bridlington Nursery
Miss Vicky Readshaw	Mrs Michelle Catley
01262 678485	01262 678485
Bridlington.senco.nursery@eastriding.gov.uk	Bridlington.nursery@eastriding.gov.uk
Hedon Nursery	Beverly Manor Nursery
Mrs Julie Dervey	Mrs Amy Gawthorpe
01482 891396	01482 882631
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The SEN Aims of The Nursery School.

- To ensure that all children have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure early identification and intervention for children requiring SEN provision.
- To promote inclusion to ensure that all pupils, including those with SEN or a disability are able to participate as fully as possible in all aspects of the school life.
- To ensure that parents and carers of children with SEN are included in the decision-making process and kept informed of their child's progress and attainment.
- To provide a secure, nurturing and safe atmosphere in which all children can develop to their full potential.

We recognise that many children will have additional needs at some time during their school life. In implementing this policy, we believe that children will be helped to overcome their difficulties. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, carers, teachers and children working together.

Statutory framework and inclusion

This policy explains how our four maintained nursery schools identify and support children with special educational needs and disabilities (SEND). It should be read with each school's SEN information report, accessibility plan, medical conditions policy and complaints procedure. We involve parents and carers in decisions and seek each child's views in ways that suit their age and communication.

What special educational needs and disability mean

A child has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision. For a child under compulsory school age, this includes a child who is likely to have such a

difficulty or disability when they reach compulsory school age, or would be likely to if special educational provision were not made. Special educational provision is education or training that is additional to, or different from, that made generally for children of the same age. A disability under the Equality Act 2010 is a physical or mental impairment with a substantial and long-term adverse effect on normal day-to-day activities. A child may have SEN, a disability, both or neither; a diagnosis is not required before we respond to an emerging need.

Four broad areas of need

We consider communication and interaction; cognition and learning; social, emotional and mental health difficulties; and sensory and/or physical needs. These areas help us plan support, but children's needs may cross more than one area and may change over time. We consider the whole child and do not treat a category as a fixed label.

Our duties and approach

The governing body and staff use their best endeavours to secure the special educational provision called for by a child's SEN. We make reasonable adjustments for disabled children to avoid substantial disadvantage, including changes to practice and provision of auxiliary aids and services where reasonable. We plan access to the curriculum, physical environment and information through the accessibility plan. High-quality, inclusive and adaptive teaching is the first response to a child's needs; additional support follows a graduated approach of assess, plan, do and review. We support children to participate in nursery life alongside their peers.

Listening to children

Practitioners notice what a child communicates through play, behaviour, choices, gesture, speech and other forms of communication. We use observations, accessible choices and parents' knowledge to understand their preferences and experiences. We take these into account when planning, reviewing support and preparing for transition, and record their views in a way appropriate to their development.

How can I be sure that my child will fulfil his/her potential within education?

The Nursery School is committed to ensuring that each child is included in every aspect of school life. The children are placed in small groups of no more than 17 so that they can develop a positive nurturing relationship with their key

person and form friendships. We place great emphasis on developing the early social skills, such as speaking and listening, sharing and taking turns which are pre-requisites for effective learning. We teach and develop these skills through a careful balance of child-initiated and adult-led activities, which are developmentally appropriate for your child.

- Teachers' subject knowledge is very good and they understand the children's needs and act upon them
- Support staff are fully included in the activity and are knowledgeable about their role and the activity objectives.
- Ongoing formative assessment about children's learning through reflective analysis of the impact of the teaching and learning that has taken place.

Our school's policy for the identification and assessment of pupils with SEN.

During the first two weeks of a child starting nursery, information is gathered about his/her attainment and learning through observations and interactions with the child. We also use information from parents and carers as well as previous settings to learn as much about the child as possible.

We complete a progress check for all 2-year-old children in our setting which highlights areas where:

- Good progress is being made
- Some additional support might be needed
- There is a concern that a child may have a developmental delay (which may indicate SEND)

The progress check gives parent's information about children's development as well as helping teachers to understand their needs and plan appropriate activities. Any concerns about a child's development will be discussed with parents alongside the key workers, Headteacher and SENDCo.

All children who attend the nursery will have a focus month three times during the academic year when staff will meet to discuss the child's attainment and progress. Your child's key teacher will contact you to discuss your child's attainment and achievements and provide information about your child's time at nursery.

We use a cycle of ongoing formative assessment involving observation, assessment and planning to ensure we meet the needs of all children and can respond quickly to individual needs. At the end of each half term each key teacher tracks children's learning and development against the Early Years outcomes. If a child has not made expected progress or if the child is working at a level below age related expectations the key teacher will scrutinise his/her learning needs with the Headteacher and SENCo.

The role of the SENCo.

Each maintained nursery school has a SENCo who is a qualified teacher and meets the applicable qualification and training requirements. The SENCo coordinates identification, support and liaison with families and specialists; each practitioner remains responsible for children in their care.

The SENCO's duties involve:

- Ensuring that all practitioners are aware of their role and responsibilities to children with SEN.
- Providing support and advice to colleagues as well as training in relevant areas of SEN.
- Ensuring that parents are involved in decisions and that the child's views and preferences are sought and acted on through developmentally appropriate communication.
- Liaising with professionals and other outside agencies.

The role of the Governing Body

The Governing Body's responsibilities to children with SEN include:

- Ensuring that provision of a high standard is made for children with SEN
- Ensuring that children with SEN are fully involved in school activities
- Having regard to the SEN Code of Practice when carrying out their responsibilities
- Being fully involved in developing, monitoring and reviewing SEN policy

- Monitoring the effectiveness of SEND provision and the use of resources, and ensuring the SEN information report is published and reviewed at least annually.

How will you ensure that my child's learning needs are met?

The SENCo will work closely with your child's keyworker to ensure that he/she receives the necessary support to achieve and thrive at Nursery. We will consider how the environment and planning can be adapted so that your child is included in and can participate fully in activities. Depending on your child's specific needs, we may plan small group or 1:1 interventions to develop a certain skill. Such groups may be:

- Portage activities to develop confidence and social skills and interactions.
- Listening for Sounds to develop language, articulation and communication skills.
- Early Social Skills Group to develop the fundamental early communication skills.

If there are concerns regarding your child's level of attainment his/her keyworker will complete a Pupil Profile highlighting areas for development and next steps. This will be shared with you and your input is very important to us. If necessary, we will refer your child to relevant specialists after consultation with you. It is important to remember that all children develop at different rates and these factors may not indicate a long-term learning need. However, early identification of specific learning needs, and appropriate and timely interventions are crucial if all children are to fulfil their potential, and to reduce barriers to learning.

If there continue to be concerns, despite timely support and interventions, we will arrange a meeting to discuss your child's learning needs with you. We will formally implement an SEN Support Plan which will highlight your child's specific needs, next steps and support necessary to achieve them using a positive, child centred approach. Again, we will work in collaboration with you in your child's best interests.

What should I do if I think my child may have a special educational need?

If you have any concerns about your child's learning and development, please speak to their keyperson and keep them informed of any additional support

your child is receiving at home. In addition, the SENCo will be able to advise you as to the best way to proceed. If it is deemed necessary, your child may be referred to a specialist, such as a speech and language therapist if concerns are regarding communication, for assessment and advice. We will always work in partnership with you in the best interests of your child.

Involving Specialists

How do you communicate with and involve outside agencies in the education of my child?

We regularly liaise with many external professionals including:

- Speech and language therapists (SALT)
- Portage workers
- Physiotherapists
- Educational Psychologist
- Health Visitors
- Behaviour Support/Inclusion Team

With your permission we will refer your child to the appropriate specialist for assessment and support if we feel that he/she is not making expected progress despite support and interventions being in place.

Do the school access specialist services and professional to identify and support my child?

The SEND Code of Practice: 0 to 25 years emphasises cooperation across education, health and care. We consult relevant professionals and consider their advice with families when planning support.

Request for statutory assessment.

What if my child's needs are more complex or he/she requires additional long-term support to fulfil his/her potential?

Where a child may need support beyond what can be provided through SEN support, the school or parents may ask the local authority to carry out an education, health and care (EHC) needs assessment. A request does not depend on completing a set number of support cycles or obtaining a diagnosis. We share evidence of needs, outcomes and support already tried,

involve parents and the child, and explain the local authority's decision and next steps.

If the local authority agrees to assess, it gathers advice about the child's education, health and care needs, desired outcomes and provision in accordance with the statutory process. The local authority decides whether an EHC plan is necessary; parents can seek advice about decisions and appeal rights through SENDIASS.

Children with an Education, Health and Care Plan (EHCP):

Reviewing an Education, Health and Care Plan.

The local authority reviews an EHC plan at least every 12 months. For children under five it should consider reviewing every three to six months. We contribute evidence about progress, provision and outcomes; parents and the child are invited to contribute, and the local authority arranges the review in line with the SEND Code of Practice. A review may consider changes to needs, outcomes or provision. The local authority decides whether to maintain, amend or cease the plan.

Accessing Information – the Local Offer

What is the Local Offer?

Each local authority provides information about provision they expect to be available in their area across education, health and social care for children in their area who have SEN or a disability, including those who do not have an EHCP. The Local Offer provides clear, up to date information about provision and how to access it and aims to make provision more responsive to local needs. The East Riding Local is a valuable source of information on education, health, care and support, leisure, money matters and moving to adulthood. It can be accessed using the following link:

<http://www.eastridinglocaloffer.org.uk/>

How the school evaluates the effectiveness of its provision for children with SEN and disability:

It is important that children's achievements and progress is celebrated; all children are unique and some will not be working at age related expectations. We use Early Support documents which break down the Early Years Foundation Stage development statements/outcomes into smaller, more achievable steps. This helps us to ensure activities are pitched at the right level and highlight your child's next steps. In addition, the success of the school's SEN policy and provision is evaluated through:

- Continually assessing how the teaching and environment impacts on children's learning through regular observations and learning walks to ensure children with SEN are fully included.
- Half termly tracking data of all children to analyse progress and achievement.
- Half termly SEN scrutiny by the SENCo of planning and data for children with SEN. The SENCo will observe all groups to ensure children with SEN have a full role in activities.
- Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all children.
- Termly Pupil Progress meetings to review SEN Support plans and Pupil Profiles to ensure there are no barriers to learning.
- The SENCo reports on provision and outcomes to the governing body as part of its monitoring arrangements.
- The school self-evaluation process.
- The school's Development Plan/SEN Development Plan.

How will I know that my child is doing well and how will you help me to support my child's learning at home?

We will keep you informed through regular informal discussions about your child's experiences at nursery and at home. Any information received from professional agencies will be shared with you to ensure that you can support your child at home. At regular intervals throughout the school year we hold parent workshops to share with you how we teach early reading, writing, speaking and maths.

Each half term your child's key person will track their progress using our nurseries own assessment materials over the seven areas of learning. It may be more appropriate to share with you the Early Years Developmental Journal which breaks down your child's achievements into smaller steps. If your child has an SEN Support Plan you will be invited to a Pupil Progress meeting each term where it will be reviewed and next steps implemented in consultation with you.

Supporting children at school with medical conditions:

The Nursery School recognises that children at school with medical conditions should be fully supported so that they have full access to education, including school trips. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children may also have special educational needs and may have an Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (updated 2020) is followed.

Whenever a child with a medical condition enrolls with our nursery, we equip our staff with the appropriate skills to fully support them. Please refer to our policy 'Supporting pupils with medical conditions' by following the link to the school's website:

<https://www.hornseanursery.co.uk/>

<https://bridlingtonnursery.co.uk/>

<https://www.hedonnurseryschool.co.uk/>

<https://beverleymanornursery.co.uk/>

How accessible is the outside and inside of the nursery school?

- Both inside and outside are accessible for wheelchairs and walking aids.
- The school complies with all statutory requirements regarding disabled/ wheelchair access to school buildings.
- The building has a disabled toilet.
- Special equipment is purchased to provide support and acts on the advice of specialist support services.

Parental Involvement in the education of their child.

Children learn more effectively when the school and parents have a positive partnership based on mutual respect and communication. We value your input and hold regular 'Stay and Play' sessions which all parents and wider family

members are welcome to join. We invite parents to special celebrations such as Easter and Harvest.

There are many factors which impact on children's feelings of well-being and happiness, especially if they have a special educational need or disability. If there are concerns or worries that are affecting your child at home or nursery please share them with your child's key person so we can support them and, if necessary, the wider family.

Each child has an online Tapestry account which documents your child's experiences and achievements. They are accessible to both you and your child and you are encouraged to look at it and contribute to it regularly.

We hold three times yearly Parents' Evenings where you will have the opportunity to meet with your child's teacher to discuss their progress, experiences and next steps.

Collaboration with other settings and transition arrangements to your child's next phase of education.

How will the nursery school ensure that my child's transition to full time education will be as smooth as possible?

We have good relationships with all the primary schools in the area and have a well-established transition policy. This begins the term before your child starts full time education and staff from this nursery school and the next setting share information to ensure they are prepared and knowledgeable of your child's unique needs. You will be fully involved in the transition process and both you and your child will visit the next setting, meet the teacher and have the opportunity to discuss any concerns.

Concerns, complaints and independent advice

If you are concerned about your child's SEND support, please speak first with their key person or teacher. You can then contact the school SENCo or headteacher. If the concern remains unresolved, you may use the school's

published complaints procedure; ask the school office for a copy or find it on the school website. Complaints about discrimination may have separate legal routes. Decisions made by the local authority about an EHC needs assessment or plan have their own disagreement resolution, mediation and appeal routes, which are explained in the decision notice.

East Riding SENDIASS provides free, impartial and confidential information, advice and support to children and families about SEND. Telephone 01482 396469 (option 2); email sendiass@eastriding.gov.uk; website www.eastridingsendiass.org.uk. The East Riding Local Offer at www.eastridinglocaloffer.org.uk sets out local services and support.

Publication and review

Each school publishes a SEN information report explaining how this policy is put into practice, including current provision, access, contacts and complaint arrangements. The report is reviewed at least annually and updated when information changes. The governing body reviews this policy annually and sooner if legislation, guidance or local practice changes.

Funding for SEN

The nursery school is committed to using its available resources to meet the special educational needs and disabilities (SEND) of all children. Where a child requires special educational provision that is additional to or different from that ordinarily available within the nursery, the SENCO will work in partnership with parents/carers, teaching staff and relevant professionals to identify the support required. Where appropriate, the nursery will apply to the Local Authority for Early Years Inclusion Funding or other available additional funding to support the child's identified needs. Funding will be used according to individual need and may contribute towards additional staffing, targeted interventions, specialist resources, equipment or reasonable adjustments to the learning environment. The provision made and its impact on the child's progress and outcomes will be monitored and reviewed through the graduated approach of assess, plan, do and review, in accordance with the SEND Code of Practice: 0 to 25 years.

This policy has regard to the following legislation and statutory guidance:

- Children and Families Act 2014; Special Educational Needs and Disability Regulations 2014; Equality Act 2010.

- SEND Code of Practice: 0 to 25 years (January 2015, as published on GOV.UK).
- Special Educational Needs (Information) Regulations 2014, including the requirements for a published SEN information report.
- Early years foundation stage statutory framework for group and school-based providers (current version at the date of review); supporting pupils at school with medical conditions statutory guidance.
- Safeguarding Policy
- Accessibility Plan
- Related school documents: safeguarding policy, accessibility plan, SEN information report, medical conditions policy and complaints procedure.
- This policy was created by the school's SENCO with the SEN Governor in liaison with the SLT and all staff.