



Special Educational Needs and Disability Policy (SEND)

Published: September 2025

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This policy is in line with the SEND Code of Practice 0-25 2015 and has been written with reference to:-

- Equality Act 2012: advice for schools (DfE Feb 2013)
- SEND Code of Practice 0-25 (Jan 2015)
- Statutory Guidance EYFS (Sept 2021)
- Statutory Guidance on supporting children with medical conditions (Apr 2014)
- Woodfield Safeguarding and Child Protection Policy
- Woodfield Access plan
- Woodfield Admissions policy

A guide for parents is available

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

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The Head Teacher, Leanne Harrison, supports Nicola with her role.

Nicola Morville has completed Certificate for SENCO.

SEND Governor:

At Woodfield Nursery School we believe that education is a process that develops knowledge and understanding so that we learn how to live in society. We believe that, as well as a place of learning, people should experience Woodfield as a place of fun, warmth and laughter. We value and appreciate everyone's individual strengths.

We aim to raise expectations and aspirations for all pupils with SEND and have clearly focussed outcomes and differentiated provision as appropriate.

The Early Years Foundation Stage is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, staff set suitable challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the nursery. Such children may need 'additional' or 'different' help from that given to other children of the same age.

Parents are valued and their contributions in terms of support is fully recognised. We will ensure parents are fully involved in their child's education. We keep parents informed of children's progress through regular meetings both formally and informally. The nursery will offer support to parents and offer suggestions for activities and strategies which may be used at home to support teaching and learning in school.

Definition of Special Educational Needs

Legislation defines a child with Special Educational Needs as having:

- a) A significantly greater difficulty in learning than the majority of children the same age OR
- b) Have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Although there are acknowledged links- in some instances- with pupils who have English as Additional Language Needs (EAL), this is a separate area of provision. Children with EAL should not be regarded as having SEND, although pupils with EAL may also have SEND.

We recognise some children have additional needs which are not SEND, such as, EAL and will provide a curriculum to support them.

Aims and objectives

The aims of this policy are:

To create an all inclusive environment that meets the needs of all children

To identify and assess children with SEND as early as possible

To plan and provide an appropriate learning environment, offering differentiated activities to meet all individual needs

To identify the roles and responsibilities of staff in providing for children's Special Educational Needs

To work closely in partnership with parents

Admission Arrangements:

Woodfield Nursery School welcomes applications from all families. No child will be discriminated against in line with legislation outlined in the SEN and Disability Act 2001. The nursery is accessible to children with physical difficulties, however we would make reasonable adjustments to support any specific individual needs of a child.

Identification and Assessment:

Woodfield Nursery School places significant emphasis on the early identification of Special educational and additional needs. We use focused assessments, by both the key worker and the SENDCO, and our curriculum to aid us in identifying developmental delays or learning difficulties. We also use the WellComm Language Assessment Toolkit. Undertaking regular observations and assessments informs us of children's progress and identifies pupils who may require early intervention strategies.

There are 4 areas of SEND identified by the Code of Practice:

1. Communication and Interaction Children who have speech, language and communication needs (SLCN) These difficulties can present themselves in a variety of ways – including:-

- The production of speech sounds
- Not being able to join words together
- Difficulties expressing themselves

- Delays in children's understanding

- Understanding and using language socially Children with Autism (ASD) are included in this area of need as they often have difficulties with social interactions and communication.

2. Cognition and Learning Cognition and learning can cover a range of needs, but in particular, this is when children are not learning at the same pace as their peers. So their levels of attainment are significantly below age-related expectations. Children identified as having Cognition and Learning Needs may have general learning difficulties or disabilities. These are known as global difficulties (sometimes called global developmental delay) and include moderate learning difficulties (MLD), severe learning difficulties (SLD), and profound and multiple learning difficulties (PMLD).

3. Social, Mental and Emotional Health Children with Social, Emotional, and Mental Emotional Health difficulties can present in a variety of ways, some children can be withdrawn, anxious and prefer to be alone. Other children may be hyperactive and present with challenging or disruptive behaviours. A child's emotional needs may impact on their learning and they may find it difficult to concentrate. It is important that Nursery are able to provide an environment for some children that suits them, for example, they may need to take regular movement breaks or use fidget items. Some children may need a calm, quiet space to go to when they are feeling overwhelmed

4. Sensory and Physical Some children may have a disability which affects their ability to access the nursery environment. A child may require ongoing support or specialised equipment to give them further opportunities. Children who have a sensory impairment, such as a hearing impairment or visual impairment may need specialist input from the Inclusion service to help with adaptations. Some children may have a sensory processing difficulty, particularly common with in children with ASD, and this means that the environment may need to be modified to help that child's wellbeing and attainment.

Initial Concerns:

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available resources. Through discussions with parents, we gain a fuller picture of the child which enables us to support them fully in their learning needs. In liaison with the Special Educational Needs Co-ordinator (SENCO), the child's keyworker will offer interventions that are 'different from' or 'additional to' those provided as part of the nursery's usual working practices.

We use the Wellcomm Assessment Tool Kit to identify Speech, Language and Communication levels and we plan appropriate interventions to support Speech, Language and Communication development.

The Graduated Approach

1. School Action:

Strategies used are recorded in a Targeted Learning Plan (TLP). We use SMART targets – Specific, Measurable, Achievable, Realistic, Time limited. The TLP will show the short-term targets set for the child and the teaching strategies to be used. It will also indicate the planned learning outcomes and the date for the plan to be reviewed. In most cases, this review will take place at least every half-term.

2. School Action Plus:

In reviewing the TLP, consideration will be given to the progress made by the child and whether there is a need for more information and advice. This stage will lead to the involvement of external support services, usually requested by the SENCO and colleagues in consultation with the child's parents. External support services will provide information for the child's new TLP. If help given through this stage is not sufficient to enable the child to progress satisfactorily, it may be necessary for the nursery to, in consultation with parents and any external agencies already involved, to request an Education and Health Care Plan.

3. Education and Health Care Plans:

If the child continues to demonstrate significant cause for concern, a request for an Education and Health Care Plan will be made to the Local Authority. The SENCO will start the procedures. A range of written evidence will support the request.

Further information for parents can be found on the website:

www.lancashire.gov.uk/SEND

Partnership with Parents:

Woodfield Nursery School believes that it is essential for parents to be fully involved in their child's education and we therefore, feel it is important to consult with parents and keep them informed. Parents are always welcome to discuss any matter relating to their child and this is especially true in relation to a child with Special Educational Needs. Parents' contribution in terms of identification and support for children with SEND is fully recognised. Parents will be encouraged and supported to provide help at home.

Access to the Curriculum:

All children have an entitlement to a broad and balanced curriculum. Our aim is to provide a variety of teaching and learning opportunities with differentiated planning, appropriate support and resources all within the normal nursery environment. We use assessment to inform the next stage of learning. TLP's use a small-steps approach and feature significantly in the provision that we make in the nursery. At times, we ask the children to work in smaller groups or in a one-to-one situation for a short period of time. In line with school policy, all children will have access to a full school life, providing a sense of awe and wonder and challenge to support children's interests and fascinations. Where appropriate, provision will be made on trips and outings and all children will be included in plays, shows and other events. Children who have medical needs will have a Care Plan written with parents to ensure a safe agreed set of procedures. This ensures that the child's needs are fully met and all health and safety arrangements have been addressed.

Role of SENCO;

The SENCO is responsible for;

- Keeping the SEND register up-to-date
- Supporting staff when writing TLP's and ensuring they are reviewed
- Organising resources
- Liaising with external agencies
- Making referrals
- Ensuring appropriate records are kept
- Supporting transitions to schools
- Working with the SEND Governor
- Supervising Support staff

Transitions to School;

In the Summer term before they leave, the SENCO will work closely with staff at the Primary Schools to ensure that they are fully aware of the child's needs and current targets. Transition meetings are arranged to discuss all children's needs. Visits to the nursery are encouraged by staff from the Primary Schools during the Summer term.

Pupil with Medical Needs

Pupils who have medical needs may require intervention and support from staff in school will have a Care Plan written for them in liaison with the Health Service and the parents. This ensures a safe, agreed set of

principles and procedures to ensure the pupil's needs are fully met and all health and safety arrangements have been addressed.

Complaints Procedure;

Any parent who has concerns about their child should speak to initially to their keyperson or to Leanne Harrison, Headteacher. All concerns will be dealt with sensitively, with the child's needs being of paramount importance. If the concern or complaint cannot be resolved then the parent should put their complaint in writing to the SEND Governor.

Training;

All staff need to have a wide range of curriculum and SEND knowledge. This is regularly updated through staff training sessions, attending courses and working alongside professionals. Training will be specific to a child's needs.

This policy should be read in conjunction with the Safeguarding and Child Protection Policy, Admissions Policy and Accessibility Policy or when legislation changes.

This SEND policy will be reviewed annually.