Special Education Needs & Disability (SEND) Policy

Aims

Staff and Governors at Norcot Early Years Centre are committed to implementing the **SEND code of Practice: 0-25 years (2015)**. In addition to the Code of Practice, our provision reflects the aims **The Special Educational Needs and Disability Act 2001** and **United Nations Convention on the Rights of the Child.** We will:

- Welcome all children with disabilities and/or Special Educational Needs and their families appreciating their contributions and recognising that they enrich the learning environment for all children and adults in our nursery.
- Create an inclusive provision that enables all children including those with SEND to join in activities in the centre recognising that these may need to be adapted to meet the needs of the children
- Ensure the 'child's voice' is at the centre of all of our SEND provision.
- Ensure that families of children with SEND are treated as partners and supported to play an active and valued role in their child's education.
- Ensure that the necessary provision is made for any child who has a special educational need and/or disability and that the needs are made known to all who are likely to work with them.
- Ensure that staff within the Centre are able to identify and provide for children with Special Educational Needs.
- Plan and manage all transitions proactively, ensuring comprehensive documentation is shared between settings, families are supported as partners, and children with SEND receive personalised transition support for both end-of-year and mid-year moves.

Objectives

1. Support the early identification of a child with emerging SEND needs alongside those with already diagnosed needs and/or already being supported by external professionals.
2. Monitor each child's needs and progress through key worker systems, information from families, observations of children and record keeping.
3. Regularly review the child's progress with families alongside, where necessary, external professionals to plan a coordinated approach for the provision of the child's needs; carried out in conjunction with the SENDCo, Key Worker and any other professional at Norcot Early Years Centre.
4. Encourage full integration into the setting through the provision of adapted learning opportunities enabling them to access a broad curriculum.

5. Ensure opportunities are provided to develop children's self-esteem and promote their wellbeing.
6. Explore all opportunities to provide extra resources to meet the child's individual needs.
7. Gather evidence and evaluate the effectiveness of the SEND policy based on the progress made by the children with SEND, overseen by the management team

Definition of Special Educational Needs & Disability

A child has **Special Educational Needs** if they have significant learning difficulties in comparison to the majority of children of the same age or if they have a disability which prevents or hinders them from using educational facilities generally provided for different children of the same age.

Special Educational Provision is provision which is additional to or different from the educational provision made for children of the same age in a mainstream setting within four key areas; **Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, Sensory or Physical Needs**. For a child age 2 or more a special educational provision is:

"An educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers" *(The DfE Special Educational Needs and Disability Code of Practice: 0-25 years 2014)*

For a child under 2 years old a Special Educational Provision is "*means an educational provision of any kind". (The DfE Special Educational Needs and Disability Code of Practice: 0-25years 2014)*

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

- At nursery, children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

For admissions to the **Inclusion Base offering specialist support,** an expression of interest form must be completed and submitted to the SENDCo and include specialist reports, if available, and the child's current IEP/ISP. The criteria for a child to enter the base and final decision is made by Reading Borough Council (RBC). The provision is only available for children who live within RBC and have a significant level of need with their communication, social interactions, cognition and sensory processing.

Attendance

Resource Base places are limited and best support children that attend regularly. Where attendance is not regular the nursery will:

- Meet with parent carers to identify any barriers to regular attendance and support better attendance
- Where attendance does not improve the case will be taken to the admissions panel who may reallocate the place to another child.

Responsibilities

The Role of the Governing Body

The role of the Inclusion Governor (**Claire Brecke-Bryce**) is:

- to ensure that the Nursery complies with Disability and SEND related legislation.
- to work with the Headteacher and the SENDCo to ensure that relevant information is communicated to the Governing Body, in order that it can fulfil its role in evaluating and reviewing practice regarding inclusion.
- to assist, advise and report back to the Governing Body upon how the Nursery is fulfilling its' responsibilities.

The Role of the Headteacher

The role of the Headteacher (**Katarina Bingham**) is:

- along with the Governing Body, to ensure that the policy and its related procedures and strategies are implemented.
- to ensure that all staff are aware of their responsibilities under the policy and are given appropriate training and support so that they can fulfil their responsibilities.
- to take disciplinary action against staff who discriminate or contravene the policy.

The Role of the SENDCo

The role of the SENDCo (**Kathryn Sykes**) and Daycare manager/ SENDCo **(Lisa McCoy**) - in collaboration with the Headteacher and the Senior Management team is responsible for:

- over-seeing the day-to-day operation of the SEND Policy and ensuring these reflect the legal requirements for children with SEND.
- coordinating the provision for vulnerable groups of children and those with SEND
- liaising with and advising fellow teachers, support staff so that learning for all children is given equal priority.
- Managing the resource base team leaders and supporting the continuing professional development of all staff, as directed by the Headteacher.
- working closely alongside the school's Designated Safeguarding Lead (**Helen Walsh**) to support SEND children and their families.
- overseeing and updating the SEND register.
- liaising with families of SEND children and keep them informed of their child's progress and the Nursery's provision.
- Contributing to the centre development plan to enhance inclusion within the Nursery.
- leading the annual review meeting process for children with SEND who have an (Educational Health Care Plan) EHCP.
- supporting key workers with identifying pupils with SEND.
- liaising with appropriate outside agencies and professionals (where necessary) to plan and provide effective means of addressing individual children's needs.
- supporting teachers and key workers to create and deliver Individual Support Plans (ISPs) and Therapeutic Support Plans (TSPs)
- ensuring that appropriate resources are supplied, maintained and made available to staff.
- over-seeing the 'Inclusion Base Offering Specialist Support'.
- monitoring the progress of children with SEND and reporting to the Senior Leadership Team and Governing Body.

The Role of the SEND support assistant

The role of the SEND support assistant (**Zoe Hamilton, Paige Holt**) under the direction of the SENDCo is responsible for:

- supporting the SENDCo to review evidence, write and submit assessment of needs requests for identified children.
- supporting the SENDCo to record and review ISP targets for children on the nursery SEND register.
- supporting the SENDCo to compile an updated SEND provision map for each nursery class.
- supporting the SENDCo to organise Annual Review meetings with families of children with an EHCP.

The Role of the Class Teacher/Key Worker

The class teacher/key worker in collaboration with the SENDCo is responsible for:

- Planning that reflects adaptation of activities and tasks, ensuring they are providing an environment that is inclusive for all children.
- To regularly liaise with families sharing their concerns and observations at the earliest opportunity.
- To complete a 'support request form' to alert the SENDCo to any specific needs of a child.
- When required, to create a ISP in collaboration with the SENDCO, if needed, and share these with families.
- To ensure interventions are carried out regularly for children with SEND needs.
- To monitor and review the ISP targets on a termly basis.
- To reflect the 'child's voice' through the SEND provision.
- Complete the agreed assessments, as detailed in the assessment policy.

Special Educational Needs Policy in Practice

At the centre we use a graduated response to ensure there is no delay in making the necessary special educational provision. We believe working in partnership with families is essential within this process. We follow a graduated approach with four stages of action: **Assess, Plan, Do, Review**.

ASSESS:

We work in close partnership with families to identify children's needs. The child's key worker will assess children's progress through ongoing observation, identifying any children making less than expected progress given their age and individual circumstances. When a concern is identified, this is discussed with the family to understand their insights and with their agreement, a Support Request form (appendix 3) is completed.

The SENDCo then observes the child during play and learning activities, sharing these observations with the key worker and the family. Where appropriate and with the agreement of the family, we consult with external professionals such as educational psychologists or speech and language therapists, keeping families informed and involved throughout this process. Following this process, a child would be added to the SEND register reflecting their broad area of need. This is used to support with planning appropriate provision or that continued monitoring is needed.

WATCH - the key worker/SENDCo would monitor their progress while accessing universal provision.

Communication and Interaction: for children with speech language and communication needs, those that have differences with their understanding and processing of language or social interactions.

Cognition: for children who are learning at a slower pace than their peers, with appropriate differentiation.

Social, Emotional and Mental Health (SEMH): for children who have differences with managing their emotions or behaviours.

Sensory of Physical Needs: for children who require special educational provision because of a disability that prevents or hiders them from accessing the nursery.

PLAN:
When a child needs SEN support, in consultation with the family targeted support is provided through the creation of an Individual Support Plan (ISP Appendix 1) focusing on their specific needs. This will include a child's unique strengths and identify barriers to learning together with a maximum of three targets focusing on the identified area of need and delivered through research-based group or individual sessions. These will be reviewed termly. We will ensure that all staff who work with the child are informed of their specific learning needs, the outcomes we are working towards and any specific teaching strategies or approaches that are required. Parents are equal partners in this planning process and their knowledge of their child is valued and incorporated into the plan. Where relevant, we also work with external professionals to ensure the plan meets the child's needs effectively.

DO:
The child's key person remains responsible for overseeing the child's progress, staff will work on targets with children on a daily basis, including group or one-to-one teaching away from the main activities. The key person works closely with the team to assess the impact of the child's additional support, and ensures it links to everyday learning and play. Our SENDCo supports practitioners by continuing to assess the child's strengths and difficulties and advising on effective implementation of support. We keep families informed about how the support is working and any progress their child is making, maintaining our close partnership throughout. All staff working with the child understand their specific needs, the outcomes we are working towards, and the strategies they should use to support the child's learning and development.

REVIEW:
The child's key person and SENDCo reviews the impact and effectiveness of the support and adaptations at least termly, working in close partnership with the family. We evaluate the child's progress and development against the agreed SMART target, considering the views of the child (where appropriate) and their family. Families receive a written record of the outcomes, actions and support agreed through our discussions, and we meet with them at least three times a year to review progress and decide whether to continue, adapt or stop the current support. We use the information gathered during the review to analyse the child's needs and inform the next cycle of our graduated approach. If a child makes significant progress and no longer need a personalised plan, they will be monitored for a term and included on the SEND register WATCH list.

The continuous cycle of assess, plan, do and review ensure that our provision remains responsive to each child's changing needs and that we are working effectively in partnership with families to achieve the best outcomes for their child.

PROVISION AT NORCOT

<u>Universal Provision/Quality First Teaching/Ordinarily Available Provision</u>

High-quality teaching

- Staff use the best teaching methods for young children's learning and development

A stimulating, accessible learning environment

- Classrooms and outdoor areas that help children explore, learn and feel safe

Differentiated activities

- Activities adapted to meet each child's individual needs and stage of development

Regular assessment and monitoring

- We check how your child is progressing and adjust our teaching to help them succeed

Language and communication focus

- Daily conversations and interactions to build your child's vocabulary and confidence in speaking

Daily story time

- Stories read aloud, repeated and acted out to develop language skills and love of reading

Early identification of needs

- Quick support if your child needs extra help with communication, learning or well-being

Partnership with families

- Working closely with you to support your child's learning at home and school

SEND Support

Some children require support through the creation of an Individual Support Plan (ISP) to meet their developmental needs, as detailed in the 'plan' section.

This might include:

For communication and interaction needs:

- Visual timetables, Makaton signing, Communication boards, objects of reference
- Small group work to develop communication skills
- Adapted resources and communication aids

For cognition and learning needs:

- Additional adult support, sensory activities, modified learning activities
- Targeted support for early literacy and numeracy skills
- Multi-sensory learning approaches

For social, emotional and mental health needs:

- Nurture provision, emotional regulation support, social skills groups
- Key person support for settling and emotional wellbeing
- Therapeutic behaviour approaches, understanding what a child is trying to communicate through a behaviour.

For sensory and/or physical needs:

- Sensory circuits, adapted equipment, physiotherapy programmes
- Accessible environment and specialist equipment
- Support from occupational therapy, physiotherapy services or the sensory consortium.

Specialist Support

Some children may require specialist support to meet their needs effectively. As part of our graduated approach, we work closely with a range of external professionals to ensure children receive the right support at the right time.

This may include speech and language therapists, occupational therapists, educational psychologists, the early years SEND team, health visitors, or specialist teachers. We involve specialists at the 'assess' stage when our SENDCo needs additional expertise to understand a child's needs, and at the 'plan' stage to help us agree on the most effective interventions and support. Families are always involved in decisions about involving specialists, and we value their consent and input throughout this process.

Specialist professionals may observe the child, provide advice and strategies for staff, deliver direct intervention, or contribute to the child's support plan. We maintain close communication between specialists, staff and families to ensure a coordinated approach that benefits the child. Where appropriate, specialist support may lead to a request for an Education, Health and Care needs assessment (EHCNA) if we believe the child may need provision beyond what we can provide through SEN support alone.

Completing external assessment forms and reports

We can only complete external assessment forms, reports or questionnaires for children currently on roll at our setting. We monitor and review each child's development every 6 weeks, recognising that young children change rapidly. Once a child has left our setting, our observations quickly become outdated and no longer accurately reflect their current needs or development.

Where a request is made for a child who has left our setting, we will redirect families to the child's current school, which will have up-to-date information. If the current school requires historical information, we will liaise with them directly in line with our data protection obligations.

EHCP

A request for an EHC Assessment of Need

Where appropriate, with full involvement from the family, we may create a request for an Education, Health and Care (EHC) needs assessment if we believe the child may need provision beyond what we can provide through SEN support alone.

This will be written by the SENDCo (supported by the SENDCo assistant if applicable) in collaboration with the families, the class team and include the child's voice detailing:

- The action through the Assess, Plan, Do, Review cycle
- Records of regular reviews, targets and their outcomes
- The pupil's health including the pupil's medical history where relevant
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the families and of the pupil
- Involvement of other professionals
- Any involvement by the social services or education welfare service

For children living in Reading Borough Council with complex learning needs, an application for early assessment may be submitted to the SEND panel after one term of ISP provision.

A Review of EHCP

All finalised EHCPs will be reviewed six monthly with all involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision. The review will celebrate what the child has achieved and consider next steps.

The SENDCo of the receiving primary school will be invited to attend the final review in the early years setting. This will support them to plan appropriate targets ready to start at the beginning of the new school year and enable the pupil and the families to be reassured that an effective and supportive transfer will occur.

Inclusion Base offering Specialist Support - Butterfly Room

At Norcot we have am "Inclusion Base offering Specialist Support" which is overseen and run by Norcot Early Years Centre Staff. Families from both Norcot Nursery and those across Reading Borough Council can apply for their child to be considered for a space. In the Inclusion Base, children will access an environment which provides extra support for children with Speech, Language and Communication delays, Sensory Needs and Cognition and Learning needs. The Base enables a personalised approach to the curriculum which is flexible and anticipates individual needs. Children have access to the curriculum through teaching informed by relevant agencies and specialist training and through individual ISP/ EHCP. Within this unit children will:

- have a higher adult to child ratio (1:2)
- receive more focussed support in an aim to meet the child's individual needs
- have the opportunity to access interventions such as; Attention Autism, Tac Pac, Sensory Exploration, WALDON, Intensive Interaction, the Curiosity Approach, Bamboozle story-telling and food exploration.
- learn how to communicate in different ways such as the use of signing (Makaton), communication boards and/or Picture Exchange Communication System (PECS), as recommended by the child's speech and language therapist.
- have access to a sensory room and soft play provision to support their regulation
- access targeted support devised by SALT and implemented by the class team.
- rehearse and build confidence with new skills alongside mainstream peers in Sunflower or Rainbow Room.
- have focused ISP targets created based on SCERTS (Social Communication, Emotional Regulation and Transactional Support) together with their EHCP targets, if applicable.

TRANSITION

We recognise that transitions are an important time for all children, especially for those with SEND who may feel more vulnerable and can take longer to feel settled. Transitions can be disproportionately challenging for children with SEND because they may have experienced lots of change outside of nursery and rely on the stability of school as their 'safe place', or they may have built coping mechanisms within one environment that won't work in another.

For children moving to a new setting at the end of the academic year, with parental permission we will ensure:

- All children with SEND will have their current and previous targets shared with their new nursery class, new nursery or school setting
- Assessment and tracking for pupils with SEND will be shared with the new setting or nursery class team
- A transition SEND passport (Appendix 2) will be completed for all children being supported in our Inclusion Base offering Specialist Support and those with an EHCP, including the child's strengths, interests, preferred method of communication and barriers to learning
- Effective strategies, resources used, and sensory profiles or therapeutic plans will be shared
- Contact details for any external professionals involved will be provided.
- Where the child has an EHCP, the SENDCo of the receiving primary school will be invited to attend the final review at Norcot.
- If the setting does not respond, we will attempt contact on two separate occasions. If there is still no response, we will refer any safeguarding concerns to CSPoA and archive all paperwork on CPOMS.

Children may join or leave our setting at any point during the year. To ensure smooth transitions to primary schools or new settings, we will:

- Identify all children with SEND moving to primary schools or new settings
- Contact receiving schools' or settings' SENCOs to arrange handover meetings/visits.
- Complete transition passports for children in the Butterfly Room or for children with EHCPs.
- Liaise with settings to facilitate visits to new schools/settings where possible, with additional support for children with SEND
- Offer a final progress meeting for families.
- Send comprehensive handover packs to receiving settings via CPOMS or electronically.

LOCAL OFFER

Reading Borough Council publishes a **Local Offer** which sets out the support available for children and young people with SEND across Reading.

You can access Reading's Local Offer here:
https://servicesguide.reading.gov.uk/kb5/reading/directory/family.page?familychannel=3

You can access Norcot Nursery School Offer here:
https://servicesguide.reading.gov.uk/kb5/reading/directory/service.page?id=hkYUSIiy1Ko&familychannel=3-14

You can access Norcot High Needs Resource Base Offer here:
https://servicesguide.reading.gov.uk/kb5/reading/directory/service.page?id=it9UXy9T6RY&familychannel=3-14

You can access Norcot Daycare Offer here:
https://servicesguide.reading.gov.uk/kb5/reading/directory/service.page?id=ywSpIDjXYyE&familychannel=3-14

COMPLAINT

- If families are at all unhappy with the provision for their child they should contact the key worker, Team Leader, room teacher, SENDCO or Headteacher in the first instance.
- If they remain unhappy after this, they should contact the Chair of Governors.

Associated Policies:

Accessibility
Assessment
Curriculum/ Teaching and Learning
Behaviour
Equality, Diversity, Inclusion
Transition
Safeguarding

Policy Agreed: March 2026 **Policy to be reviewed: March 2027**

Appendix 1: Individual Support Plan Proforma.

Individual Support Plan – Assess Plan Do Review

Child's name:		DOB:	Gender:	Session: 15 hour / 30 hour
Pupil Premium:	Key Worker:	Date started:	Medical -	Home language:
SEN Support / Specialist Support/ EHCP				
Other Professionals involved: Health Visitor, Occupational Therapist, Pediatrician, Speech and Lang, GP, Family Worker, Portage, Social Worker, other				

Strengths (Child's Voice):	**Barriers to Learning:**	**Wellbeing/Belonging and Involvement Leuven Scales:**

Long Term Goals:	**Area of Need (highlight those relevant)**
1.	Communication and Language Cognition and Learning Social, Emotional and Mental Health Sensory EAL

SMART Targets	Provision (How)	Review

Individual Support Plan (ISP) Proforma - Inclusion Base offering Specialist Support

Individual Support Plan – Assess Plan Do Review

Child's name:	DOB:	Gender:		Session: 15 hour / 30 hour
Pupil Premium:	Key Worker:	Date started:	Medical - IHCP	Home language:
SEN Support / Specialist Support/ EHCP				
Other Professionals involved: Health Visitor, Occupational Therapist, Pediatrician, Speech and Lang, GP, Family Worker, Portage, Social Worker, other				

Strengths (Child's Voice):	**Barriers to Learning/Areas to Develop:**
Long Term Goals: 1. 2.	**Area of Need (highlight those relevant)** Communication and Language Cognition and Learning Social, Emotional and Mental Health Sensory EAL

SMART Targets (SCERTS)	Specific Adult Support (SCERTS)	Provision (How)	Review
		•	
		•	
		•	

Engagement on Tapestry: 0 = account not active; 1 = account active but no engagement; 2 = likes posts; 3 = comments and makes own posts

Attendance and Punctuality: 1 = low attendance and punctuality is impacting progress; 2 = irregular attendance and punctuality which may be impacting progress; 3 = good attendance and punctuality, no concerns.

Family Comments:

Families/Carer:	**Key Worker:**	**SENDCo:**

Important information that you may need to know about me.	
I can communicate by:	**I will need:**
I am happy when:	**You might see me:**
I am sad when:	**You might see me:**
I am anxious when:	**You might see me:**
These strategies helped me to co-regulate at nursery:	
What is important to keep me safe and well	
I move around the environment by:	
This equipment will help me:	
My self-help skills (What I can do by myself and what I need help with)	
How can you help me to become more independent?	
Key information (dietary, medical, health, allergies)	
Other important things about me:	

Appendix 2: # Early Years SEND Transition Passport

This is me! (insert photograph)	**Name:**
My interests and strengths: **Brief Summary of my SEND Needs:**	
Professionals Involved with me/referrals made :	

Additional Information for new setting to be aware of:

Has an Education Health Care Plan been	Requested?	Yes/No
	In Process?	Yes/No
	Completed and in place?	Yes/No
	Declined?	Yes/No

Has the setting been in receipt of funding to support inclusion for this child? (Please provide dates and level of support provided).

Has there been an Early Help Assessment completed for the family? Yes/No

Is the Early Help Assessment still active? Yes/No

Please see attached (highlight, as required)

Personalised Learning Plan (PEP)
Inclusion Funding Form
Base Application Form
Referrals (CAMHS and SALT)
EHC assessment of need
EHCP (final)
Annual Review documents

Appendix 3:

Support Request Form

Please complete the form with the family, alert the SENDCo and save in your PEP folder on the curriculum drive

Name:	D.o.B.	Age in months:
Key Person:	Start Date:	Date received:

What are the challenges the child is currently facing at nursery or at home that might affect their learning or wellbeing?

What strategies have you tried and how successful were they?

What would you like to be different?

Discussion with family:
Summary of SENDCO intended action:
Signed: Date: