



Whitecross Nursery school SEND Policy

Reviewed by	Claire FitzPatrick & Naomi Smyth
Date of last review	March 2026
Date of next review	March 2027
Ratified by the Governing Body	May 2026

This policy will be reviewed sooner if there is a change to legislation or guidance that may affect it. Any changes will be communicated to all stakeholders.

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Aims and objectives

Whitecross Nursery school believes that all children are entitled to be welcomed into a nursery provision that enables them to enjoy their learning through play and thrive.

We value all children and we aim to provide fully inclusive teaching and learning to all, to enable all children whatever their needs to maximise their life opportunities.

We will ensure that we meet our duties and obligations to eliminate discrimination and promote equal opportunities in providing an appropriate high-quality education for children with SEND.

Through successful implementation of this policy, the nursery school will work with the LA in ensuring that the following principles underpin this policy:

- The involvement of the child and their parents in decision-making.
- The early identification of child's needs and early intervention to support them.
- A focus on inclusive practice and removing barriers to learning.
- Collaboration between education, health and social care services to provide support.
- High-quality provision to meet the needs of children with SEND.
- Greater choice and control for children and their parents over their support.
- Successful preparation for the next stage of their learning journey.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this policy, a child is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children of the same age by mainstream settings.

Every nursery school is required to identify and address the SEND of the children that they support. Through the implementation of this policy, the nursery school will:

- Use their best endeavours to make sure that children with SEND get the support they need to access the nursery school's broad and balanced curriculum.
- Ensure that children with SEND engage in the activities of the nursery school alongside children who do not have SEND.
- Ensure there is high-quality provision to meet the needs of children with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards children with SEND, fully considering the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled children.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENCO.
- Inform parents when they are making special educational provision for their child.
- Review, prepare and publish important information about the nursery school and its implementation of relevant SEND policies, including:
 - Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for children with SEND.
 - Information about the admission arrangements for children with SEND and the steps taken to prevent them being treated less favourably than others.

- A SEN information report about the implementation of the nursery school's policy for children with SEND.

Where needs are not able to be met through reasonable adjustment, the nursery school will refer the child and his/her family to the LA for assistance in finding a more suitable nursery school. We will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.

2. Vision and values

Our vision: At our vibrant nursery school **all** children have fun and flourish whatever their needs or starting points. For children with SEND this means they will be included and supported fully throughout nursery.

Our values for all adults and children are:

- Be kind
- Be curious
- Be independent
- Be resilient

Our aims

Our Nursery school will

- Provide a safe, nurturing and engaging learning environment for children aged two to five years
- Provide outstanding facilities both inside and out
- Provide an inclusive and fully accessible space for all children
- Continually adapt and develop our bespoke curriculum to support the ever-changing needs of our children including those with SEND
- Promote a love of outdoor learning and respect for our environment and the natural world
- Celebrate books, stories and rhymes to teach children the joy that words and the sharing of books can bring
- Value and encourage creativity

What does it look like when you are here?

- All children are valued and listened to whatever their needs
- Learning happens for all children everywhere encompassing both our outdoor and indoor spaces
- Staff and governors are proud to part of our innovative team and children's development and wellbeing at the heart of everything we do
- The teaching, learning and our environment continually evolve to meet the ever changing needs of our diverse children
- Flexibility of sessions to suit the needs of all children

Our Whitecross community

- Safeguarding – is at the heart of everything we do. Everyone is fully committed to keeping all children safe
- Staff – Our experienced early years team understand child development and how to support children with SEND. All staff know all children incredibly well

- [Relationships with parents](#) – Staff quickly establish trusting and supportive relationships with parents and carers through excellent mutual communication
- [Governors](#) – Are a committed and caring team providing effective challenge and valued support
- [Wider community](#) – We work in partnership with volunteers, external professionals, other nursery schools and local primary nursery schools, to enrich the experiences of all children and foster a sense of true belonging

3. Legislation and guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve nursery school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out nursery schools' responsibilities for children with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and nursery schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the nursery school's duties to make reasonable adjustments for children with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the nursery school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for [maintained schools](#) which sets out governors' responsibilities for children with SEND
- The [school Admissions Code](#), which sets out the nursery school's obligation to admit all children whose education, health and care (EHC) plan names the nursery school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At our nursery school we strive to create an inclusive teaching environment that offers all children, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all children the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the nursery school environment to make sure that children with SEND are included in all aspects of nursery school life.

5. Definitions

- **Special educational needs**

A child has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or

➤ 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 nursery schools

Special educational provision is 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 nurseries or mainstream schools.

- **Disability**

Children are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The nursery school will make reasonable adjustments for children with disabilities, so that they are not at a substantial disadvantage compared with their peers.

- **The 4 areas of need**

The needs of children with SEND are grouped into 4 broad areas. Children can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the child's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Children with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.</p> <p>Children who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Children with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

AREA OF NEED	
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Children may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the child becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Children with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Children may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These children may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

The SENCO

The SENCO at our nursery school is Mrs Smyth, her email address is: senco@whitecross.derby.sch.uk

They will:

- Inform any parents that their child may have SEN and then liaise with them about the child's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the nursery school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual children with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that children with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual children
- Advise on the deployment of the nursery school's delegated budget and other resources to meet children's needs effectively

- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the child and their parents/carers are informed about options and that a smooth transition is planned
- When a child moves to a different nursery school or institution: Make sure that all relevant information about a child's SEN and the provision for them are sent to the appropriate authority, nursery school or institution in a timely manner
- Work with the headteacher and nursery school governors to make sure the nursery school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the nursery school keeps its records of all children with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the nursery school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the nursery school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the nursery school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the nursery school's identification of SEN, both within the nursery school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- Communicating with parents/carers regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the child and the nursery school
 - Listen to the parents'/carers' concerns and agree their aspirations for the child

The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Ensuring this policy is implemented fairly and consistently across the nursery school.
- Ensuring the nursery school meets its duties in relation to supporting children with SEND.
- Make sure that there is a qualified teacher designated as SENCO for the nursery school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out

The SEND link governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the nursery school and update the governing board on this

- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the nursery school

The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the nursery school
- Work with the SENCO and nursery school governors to make sure the nursery school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for children with SEND, and their progress
- Have responsibility for monitoring the nursery school's notional SEND budget and any additional funding allocated by the LA to support individual children
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of children on the SEND register
- Advise the LA when a child needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the nursery school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the nursery school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the nursery school's identification of SEN, both within the nursery school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

School staff

Each staff member is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet child needs through a graduated approach
- The progress and development of every child
- Working closely with any specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each child's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report

Parents or carers

Parents or carers should inform the nursery school if they have any concerns about their child's progress or development.

Parents or carers of a child on the SEND register will always be given the opportunity to provide information and express their views about the child's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside nursery school and any changes in the child's needs
- Given the opportunity to share their concerns and, with nursery school staff, agree their aspirations for the child
- Given an annual report on the child's progress

The nursery school will take into account the views of the parents or carers in any decisions made about the child.

The child

Children will always be given the opportunity to provide information and express their views age appropriately. This might involve the observing the child rather than asking them:

- Observing what their strengths and difficulties are
- Observing to see what makes them happy
- Allowing simple choices to see what the child wants or needs

The child's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The nursery school publishes a SEN information report on its website, which sets out how this policy is implemented in the nursery school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

Identifying children with SEND and assessing their needs

We will assess each child's development and skills when they start at nursery school. This will build on information from parents and if they have attended any previous settings. We will also consider any evidence that the child may have a disability and if so, what reasonable adjustments the nursery school may need to make.

Staff will regularly assess the progress of all children and we will identify any concerns with the progress they are making.

If a child is joining the nursery school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the nursery school will work in a multi-agency way to make sure we get relevant information before the child starts at nursery school, so support can be put in place as early as possible.

Consulting and involving children and parents/carers

Whitecross nursery school will put the child and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a child needs special education provision, we will have an early discussion with their parents/carers. These conversations will make sure that:

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

Information from these early discussions is shared with parents/carers.

The graduated approach to SEN support

Once a child has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The child's class teacher and the SENCO will carry out a clear analysis of the child's needs. The views of the child and their parents/carers will be taken into account. The nursery school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the child's need. For many children, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents/carers and the child, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the child will be made aware of the child's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The child's teachers retain overall responsibility for their progress. The SENCO will support the teacher in further assessing the child's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support, any interventions and their impact on the child's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support. This evaluation will be based on:

- The views of the parents/carers and children

- The level of progress the child has made towards their outcomes
- The views of teaching staff who work with the child

The teacher and the SENCO will revise the outcomes and support in light of the child's progress and development, and in consultation with the child and their parents/carers.

Levels of support

Nursery school-based SEN provision

Children receiving SEN provision will be placed on the nursery school's SEND register. These children have needs that can be met by the nursery school through the graduated approach. Where the child's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these children is funded through the nursery school's notional SEND budget.

On the census these children will be marked with the code K.

Education, health and care (EHC) plan

Children who need more support than is available through the nursery school's nursery school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the child, the provision that will be put in place, and the outcomes sought.

The provision for these children will be funded from the nursery school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated nursery schools grant).

On the census these children will be marked with the code E.

Evaluating the effectiveness of SEN provision

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

- Tracking children' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Monitoring by the SENCO
- Holding annual reviews for children with EHC plans
- Getting feedback from the child and their parents/carers

9. Attendance

Many children with SEND face complex barriers to attendance. Their right to an education is the same as any other child and therefore the attendance ambition for these children is the same as it is for any other child. However, they may need additional support.

10. Safeguarding

We recognise that children with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer children with SEND, and the support we provide to help children overcome any communication barriers they face, see our safeguarding/child protection policy.

11. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the nursery school's plan for continuous professional development.

12. Links with external professional agencies

The nursery school recognises that it won't be able to meet all the needs of every child. Whenever necessary, the nursery school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- Health visitors
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

13. Admission and accessibility arrangements

Admission arrangements

We do not have catchment area. Children attend from all over Derbyshire. Children with social care involvement, medical needs or SEND needs will always have priority consideration for spaces.

Children very rarely have an EHCP when they arrive at Whitecross, We often begin the process for an EHCP whilst the children are in our care.

Accessibility arrangements

The nursery school has an accessibility plan which ensures all children's needs are met and all have access to all resources and environments. The nursery is all on one level and all equipment is accessible and adaptable for a wide range of needs

14. Complaints about SEND provision

Here at Whitecross we work closely with parents and carers to ensure the best possible outcomes for all children. *Where parents/carers have concerns about our nursery school's SEND provision, they should first raise their concerns informally with the SENCO or Headteacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.*

Formal complaints about SEND provision in our nursery school should be made to the headteacher] in the first instance. They will be handled in line with the nursery school's complaints policy.

If the parent or carer is not satisfied with the nursery school's response, they can escalate the complaint. In some circumstances.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

15. Monitoring and evaluation arrangements

The policy is reviewed on an annual basis by the Headteacher in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff, parents of children with SEND, and relevant stakeholders.

15.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of children with SEND
- How early children are identified as having SEND
- Whether children with SEND feel safe, valued and included in the nursery school community
- Comments and feedback from children and their parents/carers

15.2 Monitoring the policy

This policy will be reviewed yearly. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

16. Links with other policies and documents

This policy links to the following documents

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting children with medical conditions policy
- Attendance policy
- Safeguarding & child protection policy
- Complaints policy