



Whitecross Nursery School

Special Educational Needs & Disabilities Policy

Reviewed by	Claire FitzPatrick
Date of last review	March 2024
Date of next review	March 2025
Ratified by the Governing Body	March 2024

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

Statement of intent

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 teaching and learning to all, to enable all children whatever their need 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 school will work with the LA in ensuring that the following principles underpin this policy:

- The involvement of 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.

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1. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2018) 'Working Together to Safeguard Children 2018'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2023) 'Keeping Children Safe in Education 2024'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following school policies:

- Accessibility Plan
- Admissions Policy
- Behaviour Policy
- Child Equality, Equity, Diversity and Inclusion Policy
- Child Protection and Safeguarding Policy
- Complaints Policy
- Data Protection Policy
- Supporting Children with Medical Conditions Policy
- SEND report
- Records Management Policy

2. Objectives

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

- Use their best endeavours to make sure that children with SEND get the support they need to access the school's broad and balanced curriculum.
- Ensure that children with SEND engage in the activities of the 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 in light of 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 SENDCo.
- Inform parents when they are making special educational provision for their child.
- Review, prepare and publish important information about the 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 school's policy for children with SEND.

Where needs are not able to be met through reasonable adjustment, the school will refer the child and his/her family to the LA for assistance in finding a more suitable 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.

3. Roles and responsibilities

The governing board will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting children with SEND.
- Ensuring that there is a qualified teacher designated as SENDCo for the school.

The Headteacher is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all children, including children with SEND.

In enacting this policy, the Headteacher will:

- Ensure the school holds ambitious expectations for all children with SEND.
- Establish and sustain culture and practices that enable children with SEND to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of children, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Work with the governing board to ensure that there is a qualified teacher designated as SENDCo for the school.
- Ensure the SENDCo has sufficient time and resources to carry out their functions.
- Provide the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against children with SEND.

The SENDCo will be responsible for:

- Collaborating with the governing board and Headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual children with SEND.
- Liaising with the relevant designated teacher for LAC with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively.
- Liaising with the parents of children with SEND.
- Liaising with early year's providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that children and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant governors and the Headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all children with SEND up-to-date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

Staff will be responsible for:

- Planning and reviewing support for children with SEND on a graduated basis, in collaboration with parents, the SENDCO and, where appropriate, the children themselves.
- Setting high expectations for every child and aiming to teach them the full curriculum, whatever their prior attainment.

- Planning to address potential areas of difficulty to ensure that there are no barriers to every child achieving.
- Ensuring every child with SEND is able to participate in the nursery EYFS curriculum.
- Being accountable for the progress and development of the children in school.
- Working with designated children on targets set out in their IEP
- Contributing to the writing and reviewing of the IEPs
- Working closely with outside agencies
- Being aware of the needs, outcomes sought, and support provided to any children with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable children with the support of the SENDCO.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the Headteacher.

Staff training and improving practice

The school is committed to the learning and development of all its staff members and training opportunities will be provided.

The school SENDCO will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing children with SEND.

4. Identifying SEND

The school recognises that early identification and effective provision improves long-term outcomes for children.

With the support of the SENDCo, all staff will conduct regular progress assessments for all children, with the aim of identifying children who are making less than expected progress or working significantly below age related expectations and progress is discussed at regular intervals with parents.

Parents may approach the school because they have concerns about their child. Parents sometimes mention a concern about their child's development at the admissions meeting, home visit or at the 'development and progress review' meeting.

Professionals working with children and families will approach the school to ask for a place for a particular child or discuss our views on a child within the school.

All staff are able to refer a child at any time during their time in school to the Senior Leadership Team or SENDCo if they have any concerns, or if a parent/carer expresses a concern.

5. Safeguarding

The school recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that children with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.
- The school recognises that there are additional barriers to recognising abuse and neglect in this group of children. These barriers can include, but are not limited to:
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.

- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- The Headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving children with SEND, staff will have due regard for the procedures outlined in the school's Positive Handling Policy.

Care will be taken by all staff, particularly those who work closely with children with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENDCO.

School staff will be particularly alert to the potential need for early help for children with SEND and additional needs.

The governing board and Headteacher will ensure that children with SEND are taught about how to keep themselves and others safe including online at a level appropriate to early years.

Any reports of abuse involving children with SEND will involve close liaison between the DSL and the SENDCO.

6. SEND support

The school is aware of its statutory duty to provide a broad and balanced curriculum and recognise that high quality teaching, which is differentiated for individual children, is the first step in responding to children who have or may have SEND.

Once a child has been identified with SEND, the school will employ a graduated approach to meeting the child's needs. This will be through the adoption of a four-part cycle – **assess, plan, do, review** – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. The process is as follows:

Assess: *establishing a clear assessment of the child's needs.*

This involves clearly analysing the child's need using the teachers', keyworkers' and teaching assistants assessments and experience of working with the child, details of previous progress and attainment, comparisons with peer and national data, as well as the views and experience of the parents. Advice from external support services and staff will be sought if appropriate and with the agreement of parents.

Plan: *agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.*

Planning will involve consultation between the teacher, keyworker, SENDCO, and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. This plan will be recorded in the form of a 'targetplanning and reviewing document' which will be shared with staff, parents and the child.

Do: *implementing the agreed interventions and support.*

The teacher and all staff remain responsible for working with the child on a day-to-day basis. The team will work closely to plan and assess the impact of support and interventions. The SENDCO and teachers will support with further assessment of the child's strengths and weaknesses. All staff will support children's needs inclusively within the nursery provision both indoors and outdoors and will occasionally work 1:1 with a child out of the main nursery environment, e.g. to deliver a speech and language intervention that requires less noise.

Review: *analysing the effectiveness of the interventions and their impact on the child's progress in line with the agreed review date.*

There will be regular reviews of each child's targets and progress. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the child and their parents. The SENDCo and teachers will revise the targets and, based upon the child's progress and development, make any necessary amendments going forward, in consultation with parents and children. These will be recorded on the 'Target planning and reviewing document'.

In line with the 'Child Centered Approach', 'One Page Profiles' are developed with parents to share information about the child. They give information about what is important to the child, what makes them happy and how best they can be supported and motivated. They are regularly updated so they reflect how the child is now. They help to maintain consistency in the way a child is supported in our setting and give a quick overview of the child when meeting with other professionals, for Midday Play Workers or supply staff. It also feeds into the Education Health Care Plan process.

Children may exit the SEND register if they have made good progress and no longer require SEND support or have been discharged by Speech and Language Therapy or other professional services involved.

Where higher levels of need are identified, the school will access specialised assessments from external agencies and professionals.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a child, they have not made expected progress, the school, in consultation with parents, will consider requesting an Education, Health and Care needs assessment.

The school will consider whether additional pastoral support and attention for children with SEND is required, alongside ensuring that any appropriate support for communication is in place.

EAL

The school is aware that there may be children at the school for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when children with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The school will consider the child within the context of their home, culture and community and look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

7. Early years children with SEND

All early years providers are required to have arrangements in place to identify and support children with SEND and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework.

The school will ensure all staff who work with young children are alert to emerging difficulties and respond early.

The school will:

- Ensure that staff listen and understand when parents express concerns about their child's development, as well as listening to any concerns raised by children themselves.
- Monitor and review the progress and development of all children throughout the early years.
- Use its best endeavours to make sure that a child with SEND gets the support they need.
- Ensure that children with SEND engage in the activities of school alongside children who do not have SEND.
- Follow a graduated approach to assessing, planning, implementing, and reviewing provision and progress – the 'assess, plan, do, review' cycle.
- Designate a teacher to be the SENDCo.
- Provide information for parents on how it supports children with SEND.
- Prepare a SEND report explaining the following:
 - The Implementation of our SEND policy and procedures.
 - Our arrangements for the admission of children with SEND.

- Steps being taken to prevent children with SEND from being treated less favourably than others.
- The facilities we provide to enable access to the school for children with SEND.
- Accessibility plan showing how we improve access over time.

8. Admissions

No child will be refused admission to Whitecross Nursery School on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

The school will ensure it meets its duties set under the DfE's 'School Admissions Code' by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Not refusing admission for a child that has named the school in their EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents of children with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Ensuring the school's oversubscription arrangements will not disadvantage children with SEND.

Arrangements for the fair admissions of children with SEND are outlined in the Admissions Policy and will be published on the school website.

9. Transition into and out of Whitecross

Whitecross Nursery School values the importance of planning and preparing for the transitions in and out of nursery.

Where children have EHC plans, these will be reviewed and amended in sufficient time prior to a child moving to a new setting, to allow for planning for and, where necessary, commissioning of support and provision at the new setting.

Before a child is admitted to the nursery, time will be spent getting to know the parents and child and if appropriate, a visit made to the child in their current childcare setting. Such meetings are arranged between the parents, the referring professional and the SENDCo, and will vary depending on the needs of the child and the parents.

All children entering Whitecross will receive a home visit where possible.

Close links exist with some of our main feeder schools; Markeaton Primary School, Lawn Primary School and Portway Infant Schools. Staff from all receiving schools in the area are invited to visit the children into nursery to see children in a familiar setting. Visits to receiving schools are organised for children during their final term in nursery. Additional visits are planned for children with SEND if necessary.

Whitecross will also transfer any other records on the child's progress, together with all the relevant

SEND documentation.

10. Involving children and parents in decision-making

The school is committed to working in and developing a strong partnership with all parents in the best interests of their child. Working in partnership with parents underpins everything we do and we take pride in our strong relationships with our families. We support parents and wider families to take a full and active part in their child's education here at Whitecross.

Where a child is receiving SEND support, the school will regularly liaise with parents in setting outcomes and reviewing progress. The nursery staff, will meet with the parents both formally and informally throughout each term.

The planning that the school implements will help parents and children with SEND express their needs, wishes and goals, and will:

- Focus on the child as an individual, not allowing their SEND to become a label.
- Be easy for children and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the child's strengths and capabilities.
- Enable the child, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Bring together relevant professionals to discuss and agree together the overall approach.

Where the LA provides a child with an EHC plan, the school will involve the parents and the child in discussions surrounding how the school can best implement the plan's provisions to help the child thrive in their education, and will discern the expected impact of the provision on the child's progress.

Where necessary, the school will facilitate support from an advocate to ensure the parent's views are heard and acknowledged.

11. Funding for SEND support

Universal Funding for all children is allocated yearly from the LA through our devolved budget. Within this there is notional funding per child to support any emerging SEND needs.

For any child accessing universal (3 and 4 year old) funding with identified SEND needs, Whitecross Nursery School can apply for Derby City Early Years Inclusion Funding on a termly basis.

On receipt of a final EHCP nursery can apply for Element 3 funding.

For any child in receipt of Disability Living Allowance, nursery can apply for an annual fund once the child is in receipt of universal funding.

12. EHC needs, assessments and plans

If a child has lifelong or significant difficulties they may undergo an Education, Health, Care Needs Assessment which may be requested by the school, parent, health or social care. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning the provision and identifying resources is required.

The decision to make a referral for an EHCP will be taken at a progress review, with the agreement of parents.

The application for an EHCP will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Health Professional
- Educational Psychologist
- SALT

The school recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a child, some children may not make expected levels of progress. In these cases, the school will consult with parents and consider requesting an EHC needs assessment.

The purpose of an EHC plan is to make special educational provision to meet the SEND of the child, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

As part of the EHC needs assessment, the school will meet its duty by:

- Responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.
- Providing the LA with any school-specific information and evidence about the child's profile and educational progress.
- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

If, following the assessment, the LA decides not to issue an EHC plan, the school will be provided with written feedback collected during the EHC needs. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the child can be achieved through further special educational provision made by the school and its partners.

Where the LA decides to issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the child's EHC plan. The school will meet its duty to provide views on a draft EHC plan within 15 days.

The school will admit any child that names the school in an EHC plan and will ensure that all those teaching or working with a child named in an EHC plan are aware of the child's needs and that arrangements are in place to meet them.

13. Reviewing EHC plans

The school will ensure that teachers monitor and review the child's progress during the year and conduct a formal review of the EHC plan at least annually.

The school will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.
- Seek advice and information about the child prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst children and their parents.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and child that they have the right to appeal the decisions made regarding the EHC plan.

- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provide support from an advocate to ensure the child's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Review each child's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

If a child's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing board or Headteacher will request the LA to conduct a re-assessment of a child whenever they feel it is necessary.

14. Use of data and record keeping

Children's progress is monitored by the Head Teacher and is recorded by the staff team. All children have access to the full Early Years Foundation Stage (EYFS) curriculum, and the SENDCo monitors this to ensure this access is maintained. Each child with additional needs has his/her own Individual Learning Plan in which smart targets are recorded.

Development levels are recorded termly on each child's assessment record.

Each child has a folder containing their one page profile, medical, educational psychologist or other health professional notes including diagnoses, their learning plans, targets and reviews and any other relevant information.

All children in the Nursery including those with SEND have an online "ClassDojo" profile where staff and parents can upload observations and photographs of the child's development.

The school's records will:

- Maintain an accurate and up-to-date register of the provision made for children with SEND.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.
- The SEND information report will be prepared by the SENDCo and the SEND governor, and will be published on the school website
- The school keeps data on the levels and types of need within the school and makes this available to the LA and Ofsted.
- All information will be kept in accordance with the school's Records Management and Retention Policy and Data Protection Policy.

15. Local Offer

Local Authorities are required to publish information about services they expect to be available in their area for children and young people from birth to 25 years who have Special Educational Needs and/or Disabilities (SEND): and also services outside the area which they expect children and young people from their area will use. This is known as the 'Local Offer'

The Local Offer puts all the information about education, health and care services, leisure activities and supports groups in one place. The Local Offer is:

- **Collaborative:** Where appropriate, the school will work with LAs, parents and children in developing and reviewing the Local Offer. The school will also cooperate with those providing services.

- **Accessible:** The school will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to children' and parents' needs, e.g. by broad age group or type of special educational provision; and is well-signposted and publicised.
- **Comprehensive:** The school will help to ensure that parents and children understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The school will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- **Up-to-date:** The school will work with the LA to review the Local Offer to ensure that, when parents and children access the Local Offer, the information is up-to-date.

Our Local Offer will include the following:

- Special educational, health and social care provision for children with SEND, including online and blended learning
- Details of how an assessment for an EHC plan can be requested
- Arrangements for identifying and assessing children with SEND
- Information about assisting in preparing children for adulthood
- Arrangements for travel to and from school
- Support when a child moves between phases of education
- Sources of information, advice and support
- The LA's accessibility strategy

Whitecross Nursery School accepts Derby City's Local Offer and details of it can be found on Derby City Council's website or via the SEND page on our website at www.whitecross.derby.sch.uk

The school will provide the LA with information about their existing SEND provision and capabilities to support children with SEND to aid in the drafting of the Local Offer, where required.

16. Monitoring and review

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.

Whitecross regularly reviews our practice and policy to ensure we are meeting the needs of our children, parents/carers and supporting staff with up-to-date training and information.

The SEND Governor meets with the Headteacher and SENDCo termly to discuss the implementation of the SEND policy objectives.

All members of staff are required to familiarise themselves with this policy as part of their induction programme and yearly when it is reviewed.