



Policy title	SEND Policy
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Policy owner	Rob Smith (Principal)

Status	Approved
Summary of change	None

Approval date	May 2024
Approval authority	Principal
Review date	May 2025

1. Definition of Special Educational Needs

- 1.1 At Churchwood Primary Academy Nursery, every child is unique and as an individual, should be respected. All children should be able to feel safe, secure, valued and included within a positive and happy environment. This will prepare them for a successful transition to school.
- 1.2 We have regard to the 0 to 25 SEND Code of Practice (April 2015) for the identification and assessment of Special Educational Needs and Disabilities.
- 1.3 Children have Special Educational Needs if they have a learning difficulty that calls for special educational provision to be made for them.

2. Identification, Assessment and Provision in Early Education Settings

- 2.1 The Early learning Goals set out what most children will have achieved by the end of the Foundation stage/school Reception year. Children will progress at different rates during the Early Years Foundation Stage. By this stage, some children may still be working towards the Early Learning Goals. Such children will need differentiated learning opportunities to help them progress and regular monitoring of their progress.

2.2 Identification

- 2.2.1 Monitoring of individual children's progress throughout the Early Years Foundation stage is essential. Teddy Talk tests and Communication Checklists are used to assess children's language development on entry to the Nursery. Where a child appears not to be making progress then it may be necessary to use alternative approaches to learning.

2.3 Assessment

- 2.3.1 Once Practitioners have identified that a child is not meeting age related expectations, or parents/carers have expressed concerns regarding their child's progress, the setting will use all the information they have to support the child in making good progress. The SENDCo will begin the SEN Support, (a graduated approach), and parents/carers will be encouraged to contribute their knowledge and understanding of their child and raise their concerns regarding their child's progress and the provision being made for them. This approach complies with the 'Assess, Plan, Do and Review' process. If it has been identified that the child has or could have SEN then the SENDCo may need to seek advice and support from external agencies, to further facilitate the child's needs. If it is thought housing, family or domestic circumstances may be the issue, a multi-agency approach supported by the Early Help Assessment may be used.
- 2.3.2 All parents/carers of children with special educational needs will be treated as partners and supported to play an active and valued role in their child's education, and will be involved in the 'Assess, Plan, Do and Review' process.



2.4.1 The Early Years SENDCo will be:

- i. Ensuring parent's knowledge of their child informs actions taken by the setting.
- ii. Responsible for ensuring there is liaison with parents and other professionals beyond the setting.
- iii. Supporting and advising practitioners in the setting in understanding their responsibilities to all children who have SEN, and the settings approach in identifying children who might have SEN.
- iv. Monitoring the child's progress with the Key Person and parents
- v. Keep up to date records
- vi. Liaising with the school Reception Class Teacher and school SENDCo
- vii. Completing an EHA (Early Help Assessment) if appropriate.
- viii. Referrals to other professional agencies if needed.

2.4.2 Practitioners in the setting will be responsible for delivering any interventions agreed upon by the parents/carers, SENDCo and other professionals.

2.4.3 All interventions will be reviewed every 6-8 weeks, using the 'Assess, Plan, Do and Review' process with all involved, in order to consider whether any amendments need to be made to the child's needs or to the interventions being carried out by the practitioners. The review will focus on what the child can do as well as on difficulties that need to be resolved.

3. Education, Health and Care Plans (EHCP)

3.1 If a child in the setting is still not making expected progress after the 'Assess, Plan, Do and Review' process has been in operation, with the support of the University of Brighton Academy Trust Speech and Language Therapist or external agencies then the Nursery will, in partnership with the parents, instigate an EHC plan for the child in preparation for transition to the Reception year.

3.2 If the Nursery is named in an EHC plan, then the Academy will make reasonable adjustments to remove any barriers to learning.

4. Local Offer

4.1 The Children and Families Act 2014 says that all schools and academies must publish a Special Educational Needs and Disability (SEND) Information Report every year. This report explains how our Academy meets the needs of children with SEND. It will be published on the academy website and as part of East Sussex County Council's 'local offer' (www.eastsussex.gov.uk/localoffer).



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- 4.2 In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities, including those in our Nursery. This report complements the University of Brighton Academies Trust's Special Educational Needs and Disabilities Policy.

- 4.3 We will keep this report up to date. The academy's Local Board will also review this report every year, and will involve pupils and parents/carers. If you want to give us feedback about the report, please contact the Academy office.

This policy is an appendage to Churchwood Primary Academy and University of Brighton Academies Trust policies.