



EYFS Special Education Needs Policy

The Education Committee is responsible for this policy.

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Introduction

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice 0 – 25 (DfE, 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for settings (DfE, Feb 2013)
- SEND Code of Practice 0 – 25 (DfE, Oct 2015)
- Early Years Guide to the 0-25 SEND Code of Practice (DfE, 2014)
- Statutory Framework for the Early Years Foundation Stage [Statutory Framework for the EYFS](#)
- Children and Families Act 2014 (Part 3)

- Safeguarding and Child Protection Policy
- School Accessibility Plan
- Behaviour Policy
- Local offer

Statement of intent

We are committed to the inclusion of all children at Highfield Priory Nursery & Pre School. We ensure all children are cared for and educated to develop to their full potential alongside their peers through positive experiences. We enable them to share opportunities, experiences, develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs and we work hard to ensure no child is discriminated against or put at a disadvantage as a consequence of their needs. Each child's needs are unique and we do not attempt to categorise children.

We are committed to working in partnership with parents in order to meet each child's individual needs and develop to their full potential. We are committed to working with any child who has a special educational need and/or disability and making reasonable adjustments to enable every child to make full use of the Nursery and Pre School facilities. All children have a right to a broad and well-balanced early learning environment.

We will work closely with the child's parents and any relevant professionals if we identify any areas where a child's progress is less than expected to establish if any additional action is required. This may include:

- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority and other professionals
- Observing each child's development and assessing such observations regularly to monitor progress.

Admissions arrangements for children with SEN

Pupils will be considered as candidates for admission to the school, subject to the availability of a place and the pupil satisfying the admission requirements at the time.

A potential pupil with SEND will not be prevented from access to this same consideration on the grounds of their disability. Applications will be treated no less favourably than applications from other children. We ask for parents to help in providing the necessary information about their child at the initial admissions meeting in order that any changes to staff ratios, length of sessions and access to the physical environment can be identified. This sharing of information enables the setting to explore with parents and any other professionals involved, how we can provide most effectively for the child.

A pupil who is moving from the Pre-School to the Reception class will be required to exhibit competence by reaching a satisfactory standard in the criteria laid down to enable nursery pupils to benefit fully from the Early Years Foundation Stage programme. Evidence of progress and attainment over time, together with any information from documented reports will form the basis of the criteria. Note also the School's Terms and Conditions (Paragraph 6a).

Under the School's Terms and Conditions (Paragraph 7g):

"You may be asked to withdraw your child without being charged fees in lieu of notice if, in the opinion of the Head, the school cannot provide adequately for your child's special educational needs."

Settling In and Provision

All new children will be given a full settling in period when joining the either Nursery or Pre School according to their individual needs.

We will:

- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice
- Ensure that all children are treated as individuals and are supported to take part in every aspect of the Nursery or Pre School day according to their individual needs and abilities
- Include all children and their families in our provision
- Identify the specific needs of children with special educational needs and/or disabilities and meet those needs through a range of strategies
- Encourage children to value and respect others
- Provide well informed and suitably trained practitioners to help support parents and children with special educational difficulties and/or disabilities
- Develop and maintain a core team of staff who are experienced in the care of children with additional needs and identify a Special Educational Needs and Disabilities Co-ordinator (SENCo) who is experienced in the care and assessment of children with additional needs. Staff will be provided with specific training relating to SEND and the SEND Code of Practice
- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services where required
- Challenge inappropriate attitudes and practices
- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning
- Work in partnership with parents and other agencies in order to meet individual children's needs, including the education, health and care authorities, and seek advice, support and training where required
- Share any statutory and other assessments made by the nursery with parents and support parents in seeking any help they or the child may need.

Learning Environment

As a setting we will:

- Have high aspirations for all children and support them to achieve their full potential
- Develop respectful partnerships with parents and families
- Ensure parents are involved at all stages of the assessment, planning, provision and review of their child's care and education and include the thoughts and feelings voiced by the child, where possible
- Signpost parents and families to our Local Offer in order to access local support and services
- Undertake formal Progress Checks and assessments of all children in accordance with the SEND Code of Practice and statutory framework for the EYFS
- Provide a statement showing how we provide for children with special educational needs and/or disabilities and share this with staff, parents and other professionals
- Ensure that the provision for children with SEN and/or disabilities is the responsibility of all members of staff in the nursery through training and professional discussions
- Set out in our inclusive admissions practice on how we meet equality of access and opportunity
- Make reasonable adjustments to our physical environment to ensure it is, as far as possible suitable for children and adults with disabilities using the facilities

- Provide a broad, balanced, aspirational early learning environment for all children with SEN and/or disabilities and differentiated activities to meet all individual needs and abilities
- Liaise with other professionals involved with children with special educational needs and/or disabilities and their families, including transition arrangements to other settings and schools
- Use the graduated approach response system to assess, plan, do and review to ensure early identification of any SEND
- Ensure that children with special educational needs and/or disabilities and their parents are consulted at all stages of the graduated response, taking into account their levels of ability
- Review children's progress and support plans/ Targeted Learning Plans every 6-8 weeks
- work with parents to agree on further support plans
- Provide privacy of children with special educational needs and/or disabilities when intimate care is being provided
- Raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff
- Ensure the effectiveness of our SEN and disability provision by collecting information from a range of sources, e.g. additional support reviews, Education, Health and Care (EHC) plans, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually
- Provide a complaints procedure and make available to all parents in a format that meets their needs, e.g. Braille, audio, large print, additional languages
- Monitor and review our policy and procedures annually.

Partnership with Parents/Carers

We value a strong relationship with mothers, fathers and carers, seeing them as the most knowledgeable source of information about their child. In nurturing this vital link and speaking with parents daily, there are many opportunities to share information, particularly important when a child is having difficulties.

- Parental consent will always be requested before any contact is made with any other professionals regarding their child.
- Parents will be invited to attend all consultations with other professionals and will hopefully contribute to any decisions made in relation to meeting their child's needs.
- The child's progress will be shared verbally at the end of any session and by sharing written records on which mothers, fathers or carers can add their own comment.
- We encourage parents to work closely with staff to support their children's individual needs.
- We make time to focus on discussion of the children's strengths, as well as their needs.
- We check that parents understand the graduated procedures of intervention.
- We respect the different perspectives and needs of parents.
- The Special Needs Co-ordinator and other staff ensure that there are consistent communication and consultation with parents. The first contact with any professional outside of the school will be made only with written parental agreement.
- We consult with parents about information that should be shared with others.

The SENCo

Our nursery Special Education Needs and Disabilities Co-ordinator (SENCo) is **Emma Elstone – Pre School & Nursery Manager**.

The role of the SENCo in our setting includes:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND
- Advising and supporting colleagues
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- Liaising with professionals or agencies beyond the setting
- Taking the lead in implementing the graduated response approach and supporting colleagues through each stage of the process.

Staffing for children with SEND

An experienced Nursery and Pre School Manager or Deputy Manager with at least 2 qualified Level 3 Nursery Nurses staff our provision for children under 3. Our Preschool is staffed with our experienced Pre-School Leader and at least 1 qualified Level 3 Nursery Nurse. Reception classroom class have a teacher and at least one qualified Nursery Nurse.

We provide a range of differentiated resources and equipment to meet a range of individual needs. We aim to liaise with mothers, fathers and carers and any other professionals to find if there is a need for additional specialist equipment.

Minimum staff/child ratios are always maintained, however additional staff are always available to ensure that children with S.E.N. and disabilities are able to access the environment and learning opportunities.

The setting receives funding which we use to support the inclusion of children with SEND within our setting. This enables us to enhance our resources to meet any additional needs that our children may have. Activities are differentiated to meet all our children's individual needs. Upon paying 'due regard' to the EY Code of Practice (2014), Early Years staff working with children focus on:

- Early identification
- Early intervention
- Inclusive education
- Physical environment
- Partnership with Parents/Carers
- Multi-agency collaboration

Early Identification, Intervention and Assessment of children with SEN:

We identify the needs of children by considering the needs of the whole child, rather than just focusing on their special educational needs (as detailed in the EYFS Development Matters)

We consider what is NOT SEN but may impact on progress and attainment.

- Disability. The Code of Practice outlines the 'reasonable adjustment' duty for all settings provided under current Disability Equality Legislation. However, disability alone does not constitute SEN.
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being a Looked After Child
- Being a child of a Serviceman/woman
- Being a traveller

Effective assessment

The setting enjoys strong links with the SEND Inclusion Teacher who supports the SENCO in identifying strategies and targets for individual children. A "Request for Involvement," (with parents' written permission) permits the setting to deploy a professional who will observe an individual child, giving advice with regard to any further specialist support that he or she may need. Speech and Language Therapists either visit the setting, to play alongside children whilst sharing advice on how best to support communication difficulties or advice is sourced at external appointments. Educational Psychologists visit to carry out more specific observations and assessments of individual children during their usual routines. Again, parental consent will have been given before any external advice is sought.

- The Special Needs Co-ordinator liaises with other supportive agencies to develop good working relationships. The SENCo will initiate An EHA as required for individual children and families and support staff in EHA training and refresher training sessions.
- We gather information on relevant contacts and services to share with parents and attend LA cluster meetings.
- We try to achieve a good relationship for information sharing, collaboration and understanding with other professionals in order to take into account the holistic needs of the child [EHA]

SEND Specialist Teacher and a HLTA to support the setting with meeting the child's individual needs. Children with more obvious and severe SEN may proceed to obtain an Education Health and Care Plan'

Graduated response approach

We follow the SEND Code of Practice recommendation that, in addition to the formal checks, we adopt a graduated approach to assessment and planning, led and coordinated by a SENCO. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs or disability. This graduated approach will be led and coordinated by our SENCO and appropriate records will be kept according to the Code of Practice.

Assess

Observations of children during play identify any child who is having difficulty and ensures that the appropriate action to meet the child's needs is put into place. The child's name will be placed on the S.E.N.D.Code of Practice record after consultation with parents/carers. Advice may now be sought from Health Visitors, S.E.N.D. Specialist Teacher, etc. Key workers will continue to observe and record their concerns, which will be shared with and supported by the SENCO and Parents. The SENCO, in agreement with parents, will decide on the action to be taken, e.g., further observation, differentiated curriculum, individual Play/ Learning Plan and will organise a review meeting.

If, after an agreed period of time, the child begins to respond to support put in place and makes appropriate progress, which will be evidenced on their EYFS profile and tracker and also on review of Targeted Learning Plans, it may no longer feel necessary to continue to plan in smaller steps. (This means that the child no longer requires provision that is additional to or different from wave 1 provision). This may become apparent when planning next targets and these targets actually are similar to those expected of children their own age. At this point, with agreement from all involved, including parents, the child may exit the CoP record.

The Special Educational Needs Code of Practice states that a TLP should be a working document which details provision which is additional to or different from that which is provided for all pupils through the differentiated curriculum

In identifying a child as needing SEND support, the key person, working with the SENCO and the child's parents, will carry out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to needs. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO will contact them, with the parents' agreement.

Plan

Where it is decided to provide SEND support, and having formally notified the parents the SENCO in consultation with the parents, will agree the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans will take into account the views of the child.

The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs are identified and addressed. Parents will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Do

The child's key person will be responsible for working with the child on a daily basis. With support from the SENCO, they will oversee the implementation of the intervention agreed as part of SEN support. The SENCO will support the key person in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the key person and the SENCO in full consultation with the child's parents and taking into account the child's views. Information will be shared with parents about the impact of the support provided.

Education and Health Care Plan (EHCP)

Some children and young people may require an EHC needs assessment in order to decide whether it is necessary to develop an EHC plan. The purpose of an EHC plan is to make adjustments and offer support to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care.

The local authority will conduct the EHC needs assessment and take into account a wide range of evidence, including:

- Evidence of the child's developmental milestones and rate of progress
- Information about the nature, extent and context of the child's SEND
- Evidence of the action already being taken by us as the early years provider to meet the child's SEND needs
- Evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided

- Evidence of the child's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

English as an additional language

Speaking more than one language has lots of advantages for children. It is the norm in many countries around the world. Children will learn English from a strong foundation in their home language. It is important that we encourage families to use their home language for linguistic as well as cultural reasons. Children learning English will typically go through a quiet phase when they do not say very much and may then use words in both languages in the same sentence. We talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in our setting.

When a child is identified as needing intervention that is 'additional to or different from' that which is available within wave 1 provision this will be recorded using an SEN support plan. This includes links to a TLP and a wave 2-3 approach.

We make regular observations and assessments of all children's play and progress to enable early identification of children's special educational needs.

We share all reports on children's progress with Parents/Carers. Concern for a child's progress may be triggered by teacher observation, parental concern and reports from previous school or medical history.

We use a graduated approach to identify and meet children's special educational needs, in line with national and local procedures. This involves a systematic cycle of assessment, planning, action and review, recording clear targets and strategies for development and progress. The Code of Practice describes the 4 broad categories of need - cognition and learning, communication and interaction, physical and sensory, social, mental and emotional health. When a child is identified as needing intervention that is 'additional to or different from' that which is available within wave 1 provision this would be recorded using an SEN support plan. This includes links to a TLP and a wave 2-3 provision document.

Monitoring and Evaluation:

The S.E.N. Policy is reviewed annually, in line with all other policies and procedures, at the end of the Summer Term.

The SENDCO has responsibility for integrating new information into the policy and sharing this with all staff.

Advice is taken from other agencies, e.g. SEND Inclusion Teacher.

In evaluating and reviewing the policy, consideration will be given to:

- How well children's difficulties have been identified.
- How children's individual targets have been met.
- How efficient has record keeping been in tracking a child's progress.
- How the curriculum has enabled children to access a broad range of activities and experiences.
- How information has been shared with parents.
- How confident are staff in the early identification, assessment and planning for children with S.E.N. and disabilities.

Complaints in Relation to SEND Provision:

Parents are expected to follow the complaints procedure as set out in the school's terms and conditions documentation. The school will endeavour to resolve all complaints in the best interests of all parties.

Authority

The Full Board of Governors, by delegation to sub-committees, is responsible for formulating the policies and procedures that will ensure the school continue to achieve the aims of the overall school strategy. Hence, each sub-committee has Terms of Reference and assigned responsibility for policies within that scope. The sub-committees are: Audit and Compliance Committee, Education Committee, Finance and General Purposes Committee, Health, Safety and Wellbeing Committee, Safeguarding and Child Protection Committee and Sales and Marketing Committee.