St John's Pre-school Nursery

Special educational needs and disabilities/Inclusion policy

Statement of intent

St John's Pre-school Nursery provides an environment in which all children are supported and encouraged to reach their full potential. This may require additional support in specific, identified areas.

Our Special Educational Needs and Disability (SEND) Policy should be read in conjunction with the DfE SEND Code of Practice

Aims

To include **all** children in our Nursery, identifying and providing help for specific needs of children with SEN/disabilities, through a range of strategies.

To help support parents with children with SEN/disabilities and work in partnership with them and other agencies in meeting individual children's needs.

To provide an inclusive environment, understanding that children and adults alike all require some form of support. However, we recognise that for some this may be specific and sometimes require the help of other outside professionals.

Methods

Inclusion incorporates:

- children and young people as well as the rights of parents/carers and all staff.
- individuals with special educational needs and/or a disability,
- 'gifted and talented' children
- those from minority ethnic groups;
- Travellers;
- any other diverse cultural groups.
- those with English as an additional language
- Children in Public Care (Looked After Children).
- those with specific medical needs
- those experiencing mental health difficulties
- any other groups at risk of exclusion

We are committed to promoting the understanding of the principles and practices of equality – treating all those associated with the nursery as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference.

The Nursery provides an environment where all feel valued and free from discrimination, reflecting our multicultural society where families, staff and children work together. Further details are provided in our Equal Opportunities Policy.

We designate a member of staff to be special educational needs co-ordinator (SENCO) and give his/her name to parents.

Our SENCO is Laura McKay QTS

The SENCO is responsible for

- ensuring liaison with parents and other professionals in respect of children with special educational needs
- advising and supporting other staff members in the Nursery
- ensuring that targets are on current documents.
- ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated.
- filling in the termly target documents / review of impact and SEN transition forms
- attending relevant trainings in order to be kept up to date
- Completing Half termly SEND and EAL registers

With regard to the SEND Code of Practice, we use the graduated response system for identifying, assessing and responding to children's special educational needs. The following are all processed through the APDR form.

- **Cause for Concern/Early Interventions:**
  Child seen to be struggling in one area of development. Monitored by key worker and support given as necessary. Complete 'Cause for Concern' form and review after 6-8 weeks. After two cycles of CFC or when specialist support from outside nursery is accessed then the child moves on to the next stage.
- **Assess, Plan, Do, Review (APDR) Form:**
  The staff in consultation with the SENCO needs to gather information to assess the child's learning difficulties. An APDR form is created and put into place. Provision for extra support is made within the resources of the nursery. The APDR will be reviewed every 6-8 weeks following consultation with parents and key worker. This may include additional support from specialists from outside the pre-school. When more support is required then an EHCNAR is completed.

Education, Health and Care Needs Assessment Request: The child is considered for Statutory Assessment by the staff in consultation with the SENCO, parents and outside specialists. The LA considers the need for a statutory assessment and, if appropriate, makes a multi-disciplinary assessment.

The EHCPNAR when approved becomes the:

- **Education Health Care Plan:**
  If the LA decides that there is sufficient need for statutory assessment further evidence will need to be collected by the pre-school. The SENCO in consultation with the staff, parents/carers and outside specialists will write a full assessment. The LA considers the need for a statement of special educational needs and if appropriate, make a statement and arrange, monitor and review provision.

Every child at the Nursery is carefully observed and assessed on a regular basis to give evidence of their attainment and progress. Where a child appears not to be making progress either generally or in a specific aspect of learning, the child's key worker will liaise with the SENCO so that appropriate action can be taken. The process of identifying and providing for special needs will involve close liaison with the child's parent/carer.

The child's progress will be continuously monitored and evaluated, and individual targets will be reviewed regularly. We will celebrate the child's progress, however small. We aim to consult parents/carers regularly to enable the sharing of information and progress, agreement on specific plans and strategies to help the child.

The provision for children with SEN/disabilities is the responsibility of all members of the Nursery.

We ensure that our physical environment is as far as possible suitable for children with disabilities.

We provide parents/carers with information on sources of independent advice and support.

To provide a fully inclusive and supportive environment, we recognise that there is a need to work closely with support services and external agencies. Agencies are called upon when support is required for a specific need and the Nursery also works closely with agencies when information is requested to support a child.

We provide a broad, balanced and differentiated curriculum to meet the individual needs and abilities for all children.

We use a system for keeping records of the assessment, planning, provision and review for children with SEN/disabilities.

We provide resources (human and financial) to implement our SEN/disability policy.

We ensure the privacy of children with SEN/disabilities when intimate care is being provided.

Special Educational Needs training is pursued as part of the on-going staff training and development.

Information concerning children with special needs is held in confidence. We provide a complaints procedure; please refer to our Confidentiality Policy.

We monitor and review our policy annually.

We update our local offer every six months, as per LA guidelines, for new parents to the area.

Links to other policies

- Equal Opportunities
- Working in Partnership with Parents and Carers
- Disabilities Inclusion

This policy was reviewed at a meeting of St John's Pre-school Nursery

Held on (date)	25 June 2026
Signed on behalf of the Board of Trustees	
Role of signatory	Chair
Review date	June 2027