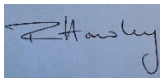
Wandsworth Federation
of Maintained Nursery Schools

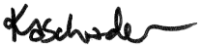
Special Educational Needs and Disabilities Policy and Procedure

This policy was adopted by the Governing Body 23rd September 2026

This policy is due for review Autumn Term 2027

Signed:  (Chair of Governors)

Dated: 24th September 2026

Signed:  (Lead Head Teacher)

Dated: 24th September 2026

Our Special Educational Needs and Disabilities Co-Ordinators (SENCO):-

Kellie Schrader (Somerset Nursery School)

You can contact her at head@somerset.wandsworth.sch.uk or by phoning 0207 223 5455

Natasha Crabbe (Balham Nursery School)

You can contact her at natasha.crabbe@balham-nursery.wandsworth.sch.uk or by phoning 020 8673 4055

Emma Furlong (Eastwood Nursery School)

You can contact her at efurlong@eastwood.wandsworth.sch.uk or by phoning 0208 876 3976

Wendy Thrussell (Eastwood Day Nursery)

You can contact her at wthrussell@eastwood.wandsworth.sch.uk or by phoning 0208 876 3976

Our nominated SEND governor: -

Alex Baker

You can contact him at abaker115.212@lgflmail.org or by phoning 0207 223 5455

INTRODUCTION

The purpose of this policy is to provide clear guidance to staff, governors and parents on how we provide effective inclusive education for children and families with special educational needs and/or disabilities (SEND). This policy should be read in conjunction with other school policies relating to interaction between adults and children. These policies include: - Positive Behaviour, Safeguarding and Child Protection. Each Federated School reports annually and individually on the implementation of this policy in its SEND Information Report, published on each School's website. Each Federated School's SEND is reviewed annually along with the SEND information report.

LEGAL REQUIREMENTS AND STATUTORY GUIDANCE

(Statutory Framework for the Early Years Foundation Stage, DfE, 2021) 3.68.

'Providers must have arrangements in place to support children with SEN or disabilities. Maintained schools, maintained nursery schools and all providers who are funded by the local authority to deliver early education places must have regard to the Special Educational Needs Code of Practice. Maintained schools and maintained nursery schools must identify a member of staff to act as Special Educational Needs Co-ordinator (SENCO).'

Staff and governors at The Wandsworth Federation of Maintained Nursery Schools are committed to the full implementation of the 2014 SEND code of practice: 0 to 25 years.

EQUAL OPPORTUNITIES ETHOS

We believe that early education is of crucial importance for young children with disabilities and/or special educational needs and endorse the right of these children to be educated. We follow Wandsworth advice, the local offer of schools and use Wandsworth's Ordinarily available Provision document. All staff should expect to teach children with special educational needs and the school educates children from the local community whatever their background or ability. We welcome children with disabilities and/or special educational needs (referred to hereafter as 'special educational needs') and their families. We appreciate their contributions and recognise that they enrich the learning environment for all the children and adults in our school.

All children have the right to learn through play and are entitled to a broad and balanced curriculum in the Early Years Foundation Stage. We will strive to overcome actual or potential barriers to learning faced by children to ensure every child is able to play and learn in a way that is appropriate for them. Due to the age of our children, their overall well-being is of primary importance to us. We are inclusive schools and want all of our children to feel a sense of 'belonging'. All children are valued individuals with unique interests and strengths. All children should be given opportunities to reach their full potential educationally, emotionally and physically.

DEFINITION OF THE TERM 'SPECIAL EDUCATIONAL NEEDS'

A child has special educational needs if they have significant learning difficulties in comparison to the majority of children of the same age or if they have a disability which prevents or

hinders them from using educational facilities generally provided for children of the same age. Special Educational Provision is provision which is additional to or different from the educational provision made for children of the same age in mainstream schools.

Special educational needs and disability code of practice: 0 to 25 years

A child with a medical condition does not automatically have special educational needs.

IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS

It is the role and responsibility of every member of staff to feedback and discuss how best to support all children. Children with special needs may become known to our setting in a number of ways, including:

A family may indicate that their child has a particular need when they register their child for a nursery place.

Staff may become aware of children with special needs who are attending sessions based in a Children's Centre or the Nursery School such as: Fantastic Twos, Parent and Toddler group or Pre-Nursery sessions.

Staff may become aware of children with special needs during home visits prior to their starting date at Nursery. Health visitors may feedback to the Nursery Settings.

Learning support services, health services, transitions from other settings or partner agencies such as speech/occupational therapists who are working with the families in the area may contact the school or advise the family to contact the school.

Once a child has settled and baseline data has been collected then the key person, teacher and SENCO will meet to discuss next steps and implement the graduated approach's cycle of Assess, Plan, Do, Review.

Family and staff may be concerned when;

- a child makes little or no progress
- a child is not acquiring skills expected at their age and stage of development
- a child presents emotional / behavioural difficulties which are not improving
- a child has sensory or physical difficulties, and make limited / no progress despite the provision of necessary personal aids / equipment
- a child has communication / interaction difficulties and needs specific interventions to help them to access learning

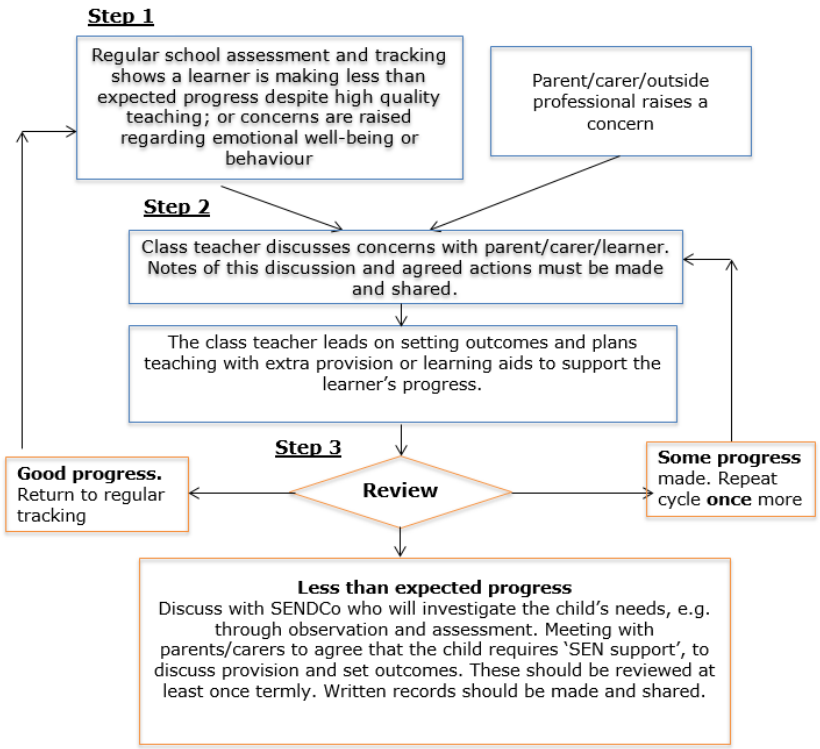
Children are given time to settle into the new environment with a key person. Transition resources (visuals, transition objects etc.) are used if necessary on an individualised basis. The Class Teacher, the key person and the SENCO will liaise to varying degrees as needed to ensure that any necessary arrangements that need to be made prior to admitting the child can be made.

KEY PERSON APPROACH

We believe it is important that all children and their families feel they are accepted, safe and secure, but also valued in our school. From the start of the nursery school placement each child and family are allocated a key person. This system of bonding provides a good opportunity for individual interaction and support to enable a trusting relationship to develop. Every child becomes part of a key group. The relationship between key person and parents is developed as much as possible and we are keen to involve parents at every stage of their child's learning. Everyone involved in the education of the child – parents, teachers, Learning Support Assistants, SEN support, and all other staff including those from partner agencies – should share their knowledge and understanding of the child and work in partnership for the good of the child.

GRADUATED APPROACH

Once a concern about a child has been expressed, we follow the Wandsworth advice on Ordinarily Available Provision and implement a Graduated Approach following the initial identification of need, support and review the remain ongoing concerns additional assessment and advice may be necessary. This ensures that the needs are fully understood and supported. This allows a child centred approach as children learn differently and what may work for one child might not for another. This may mean that more than one cycle may be required to access and plan the most appropriate actions.



If, following initial identification of need, support and review there remain ongoing concerns additional assessment and advice may be required, for example a referral to the speech and language therapy team.

Where appropriate, the SENCO will convene a Team Around the Child (TAC) meeting involving the parents or carers and any other relevant professionals in order to continue to plan and review the outcomes of the support being provided.

The school will continue to use an 'assess, plan, do review' approach over time to continue their assessment, with the support of external professionals as appropriate and review the outcomes of the strategies and adaptations to teaching approaches put in place in order to address the child or young person's needs.

THE CODE OF PRACTICE PROCEDURES

Children may enter Nursery with a previously identified special need and may already have involvement from a range of professionals. Consideration will be given to the nature of their need and how this will best be met in school. In some cases, a special need may not lead to an additional educational need. In the case of some medical conditions a care plan is put into place (e.g. for epilepsy) and no additional educational provision is needed.

Where a parent expresses concerns about the development of the child, their child will be monitored and assessed by their key person with the support of the SENCO and the staff team during their settling-in period. After discussion with the parents a suitable referral will be made, or parents sign posted to access services such as advice from Speech and Language Therapy. Other children may remain under observation and offered extra support in Nursery in a range of ways. Children who have been identified with some need will have inclusion funding applied for them in order to better support them. Children's progress is also reviewed to show impact from interventions that they have attended.

All nursery staff are informed of individual children's needs by the SENCO. There are regular staff meetings where individual children are discussed, and any particular concerns or issues can be raised. Staff can also raise concerns about a child with the SENCO at any time.

The SENCO monitors the implementation of provision and interventions, offers support to key people and supports staff that are responsible for carrying out certain programmes. The Head Teacher and Class Teachers hold termly Pupil Progress meetings with each key person to discuss individual children's progress and to monitor their records. The SENCO will sometimes be present in meetings where a child has a special educational need.

THE CURRICULUM

Each School's curriculum is individual to them with a focus on using play to learn. The environment and activities are planned following careful observation of children's developing learning, behaviour and interests. Activities are planned by staff to meet the needs of the cohort ensuring the needs of all children are met, including those with special educational needs.

We believe that most children learn effectively through independent, self-chosen activity in a stimulating and planned environment. We recognise that some children may need other strategies and resources to fully access learning. Please look to our Accessibility Policy to review how we adapt the environment physically. We aim for the experience of all children to be fulfilling and result in a sense of achievement and self-worth.

MEETING THE NEEDS OF CHILDREN WITH SEND

Arrangements for providing access by children with SEND to a balanced and broadly based curriculum;

- The Early Years Foundation stage curriculum is planned and differentiated to meet the range of individual needs of all pupils;
- Differentiated quality first teaching is planned
- The Early Years Foundation stage curriculum is further modified on a short term planning basis to meet specific individual's SEND;
- Extra support and trained adults are available to enable access;
- Careful choice of resources is made to facilitate access.

Through careful observation and an appreciation of each individual child, staff can ensure that children are successful in what they do;

- This can sometimes mean that a child is given extra support if the activity would otherwise be too great a challenge. The support needs to be skilled and enabling rather than limiting.
- Sometimes a child is given extra support away from the main activities or it is embedded in play in order to have speech therapy for example, or practice speech therapy targets. Usually the child is with at least one other peer and is sometimes in a small group.
- Equipment is used that is especially suited to need e.g. inset puzzles which can be more easily manipulated, cause and effect toys, a collection of materials for practising oro-motor exercises.

ASSESSMENT OF CHILDREN

We recognise the importance of assessment and recording the children's progress and we have a well-established system. We use a system comprised of Development Matters in the EYFS (2017), (2021) and Birth to Five Matters as a basis to assess progress over time for all children in our setting. Children are baselined after they have fully settled in the school, after which termly assessments are made. All staff contribute to assessments by writing observations of the children and taking photographs. The key person will track progress using their personal knowledge of the child, feedback from all staff and the written observations. Assessments are moderated by teachers and the Head Teacher.

Early identification

Children with SEND may have identified difficulties in a number of categories, (communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory and physical needs) that call for special provision to be made.

- Concerns are noted by the key worker/class teacher/parents/carers or external agencies
- The class teacher, in consultation with parents/carers, SENCO and/or external agencies agree strategies to support the child.
- Class teachers or the SENCO may seek advice from external agencies to aid implementation of school support. If any further specialist/external action is deemed suitable, parents will be contacted and parental permission will be sought.

Specialist teaching

- Quality first teaching – Using the 'graduated approach'
- Practitioners adapt to the needs of the learners.
- Practitioners may provide interventions that are *additional to or different from* those provided as part of the schools usual differentiated curriculum.
- The 'work' is well-matched to the full range of learners' needs demonstrating a range of strategies to support the children's learning.
- Support and advice from external agencies is sought where deemed appropriate with parental consent and then is incorporated in the teaching. Parents, SENCO, class teachers and outside agencies work collaboratively to decide appropriate interventions.
- Triggers for interventions are underpinned by evidence about the child, regarding progress and specific difficulties as well as in discussion with parents, appropriate SEND personnel or external agencies.
- For children accessing Education Health Care Plans, individual needs will be met through collaboration between the parents, education, health and care professionals.
- Targets, incorporating recommended advice, are established and reviewed termly.

- Resources that may be available are stated in the 'Local offer', supporting any other individual need where deemed appropriate
- Strategies and advice are followed by practitioners to ensure children have the best possible chance to meet their targets.

Individual Education Plan (IEP)

The IEP will address;

- What the child can confidently do, what they need support with and strategies that show how school staff, family and other professionals will be helping them
- Who is supporting the child (i.e. a staff member, the parent / carer, another professional ,e.g. speech therapist)
- Comments about how target has been or has not been achieved

Reviewing IEPs

We work with the family to review the IEPs regularly. IEPs are reviewed termly in addition to on-going informal conversations about progress on a daily basis.

Education, Health and Care plans (EHCPs)

Some children with SEND would benefit from an EHC plan. The purpose of this plan is to provide support for a child that will not access learning as part of a class of a typical primary school. If a request is made, the SENCO will:

- Co-ordinate provision for the child based on specification written in the plan.
- Hold an initial planning meeting.
- Support the Class Teacher and Learning Support Assistants in delivering set targets.
- Liaise with external support agencies as appropriate.
- Co-ordinate annual and six monthly reviews by inviting the parents and all the professionals involved in child's education.

Working with Other Agencies and Specialists

We aim to work in partnership with other agencies and specialists. The SENCO will often take the lead in this and incorporate any advice from specialists. We recognise that specialist input can enhance the learning of all children and complement existing teaching methods.

ADMISSIONS

General Admissions

Each setting has a separate admissions policy and application form. Each application form will enquire after the needs of the child and any present concerns.

High Needs Panel Children

Children in need of a much higher level of support are allocated high needs funding and need to be referred to the school for a PT place. These allocations are done by the local authority for a limited amount of places at each school. This is a different admissions system from the general admissions.

FUNDING

Resources are allocated to and amongst children with SEND in the most transparent way possible. The school has an obligation to use their own resources up to the value of £6000 for a FT place to meet the needs of the child.

There are three sources of funding for SEND – The Local Authority provides a High Needs Block of funding, children who receive EHCPs have funding attached to their plan and the school can apply for Inclusion Funding for individual children termly.

The High Needs block funding is allocated to the Maintained Nursery Schools for specialist places which are decided by an Early Years Panel of professionals. This funding is used to support and enhance the ratio of adults for these children.

The Inclusion funding is applied for by the Nursery to the Local Authority termly and is costed accordingly to support and resources needs for individual children. Parent consent is required for a High Needs Placement and Inclusion Funding.

The following gives a breakdown of the way resources are used;

- To pupils with SEND – i.e. the allocation directly of funding for children with a statement of educational need/EHCP. The EHCP describes the kind and level of support the child needs and this is reflected in the 'banding' resource, i.e. the higher the banding the larger the sum of money the school will receive for a child. This is used for the allocation of additional teaching or support hours to a class to provide small group or individual teaching and support.

- The costs of the SENCO are never set against additional funds delegated to the school for the purpose of meeting the particular needs of pupils with SEND.

ACCESSIBILITY

Facilities

Facilities for pupils with SEND needs are developed in the spirit of inclusion. This means that the provision for children to explore and play in all areas of the nursery is resourced and staffed in such a way that all children can access and benefit from them whatever their need might be.

For example, following an accessibility audit, ramps and handrails were installed and rooms were decorated and soft furnishings added to enhance the use of the environment by children with a visual or hearing impairment. We look closely at the needs of individual children and review and adapt our environment to reflect and support the needs of the children who are with us. For more information about accessibility please look to our Accessibility policy.

Sometimes children with SEND require more support with toileting, though many of our children without SEND, need considerable support in their first weeks and months at nursery. For those children who need potty training or nappy changing every effort is made to respect their privacy. We have a designated changing room with steps up to a safe level changing station for children and the adults which provides flexibility for children and is better suited to support adult back care.

WORKING WITH PARENTS

We work in partnership with parents. We aim to give parents of children with special needs sensitive but informative support and advice, with the opportunity to influence and contribute to their child's education. Parents are involved in discussions about their child, given the information about the

assessment procedures, introduced to support workers and other professionals working with their child, invited to meetings and reviews, given a copy of reports. With parental consent referrals can be made to a number of outside agencies such as: Child Development Clinic, Occupational Therapy, and Physiotherapy etc. Where a parent has concerns about a child's development in speech and language they can be referred to Speech and Language Therapy.

TRANSITION AND LINKS WITH LOCAL SCHOOLS

The Nursery may choose to hold TAC meetings if appropriate before transition for children for any children who have a particular area of need. Parents, school staff, outside agencies and representatives from the receiving school are invited. Participation from receiving schools is vital at this stage. The SENCO works closely with SENCOs of receiving schools and passes on all relevant information relating to all children with special educational needs who are transferring to Primary School.

ROLES AND RESPONSIBILITIES

The Role of the Special Educational Needs and Disabilities Coordinator (SENCO)

The designated person/s for co-ordinating SEND are Kellie Schrader, Natasha Crabbe, Emma Furlong and Wendy Thrussell.

The SENCO role includes but is not limited to:

- The day-to-day operation of SEND Inclusive Education Policy
- Maintaining the SEND register and overseeing the records of all children with SEND
- Liaising with, advising and supporting all staff and children
- Co-ordinating provision for children with SEND
- Liaising with parents, involving them in supporting their children and understanding the SEND policy
- Contributing to in-service training for all staff and identifying training needs
- Liaising with external agencies and other support agencies
- Liaising with team leaders about attainment, assessment and progress
- Ensuring that on-going observation and assessment provide regular feedback to all staff and parents about the child's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the child's learning
- Monitoring the provision for children on the Code of Practice in terms of planning, delivery and Support Plans when appropriate
- Attending cluster or forum meetings and disseminating information to staff
- Liaising with SEND Governors
- Raising awareness of the Inclusion policy within the schools and carrying out SEN audits in line with Wandsworth advice
- Linking with schools to ensure smooth transition
- Arranging and chairing meetings including termly and annual reviews and TAC meetings
- Co-ordinating the audit and review of SEND policy, procedures and practices in the light of changes to the Code of Practice and Government legislation and borough guidelines
- Consulting with the Head Teacher on the use of SEND funding

The Role of the Class Teacher/Room Leader

- Identification of a need (Initial Concerns)

- Taking account of the children' and parents' views
- Team-planning: for the differentiation of activities and tasks
- Classroom management
- Assessment and record-keeping to demonstrate progress and attainment
- Attending TAC meetings or reviews as necessary

STAFF DEVELOPMENT AND TRAINING

The nursery endeavours to promote good inclusive practices and provides appropriate professional development for all staff. Wherever possible, staff receive specialist training appropriate to the needs of the children with whom they work. Professional development may be delivered by the SENCO or by outside agencies.

HOW TO COMPLAIN

Arrangements made by the governing body relating to the treatment of complaints from parents of children with SEND concerning the provision made at the school.

In addition to the school's complaints procedure, due to the sensitive and emotive nature of SEND, there are arrangements over and above the general complaints procedure in place. Concerns and complaints about SEND provision should be addressed to the SENCO who will respond by meeting with the parents/carers to discuss the situation. If this does not resolve the situation then the complaint should pass to the first level of the general complaints procedure.