



Policy for Special Educational Needs and Disability 2025/26

To be reviewed September 2026

This policy has been updated in line with changes to the SEN code of practice September 2014

Key People

Designated Safeguarding Lead (DSL): Claire Rigden (Head Teacher)

Deputy DSL: Martin Cumming (Inclusion Lead and Assistant Head Teacher)

Deputy DSL: Sarah Lomas (ERP Lead Practitioner)

Definition of Special Needs

A child has special educational needs if they have a learning difference which calls for special educational provision to be made for them.

A child has a learning difficulty if:

A. They have a significantly greater difficulty in learning than the majority of children of their age.	B. They have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for children of the age in schools within the area of the local educational authority.	C. They are under the age of five and is, or would be, likely to fall in A or B if special educational provision were not made for them when they reached this age.
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A child is not to be taken as having a learning difficulty solely because the language that they are or will be taught in is different from the language(s) which has at anytime been spoken in their home.

Special Educational Provision means—

Children 2 and above:

Educational provision, which is additional to, or different from, the educational provision made generally for children of their age in schools maintained by the local education authority (other than special schools) in their area.

For a child under that age:

Educational provision of any kind.

Aims and objectives of our SEN policy

We aim to provide a caring, and supportive environment in which all children feel secure, equally valued and have the opportunity to be fully involved in all that takes place at the nursery.

At St Paul's Nursery School we believe that every child should have the best possible learning opportunities and we therefore promote inclusive practice. We recognise that some children may have particular needs or disabilities and we take specific action to support and encourage these children within a caring environment.

We enable all children to participate fully in learning activities and experiences by providing a curriculum that responds to the individual development of each child.

We work closely with parents and other agencies to monitor the child's progress carefully, and provide effective, additional support to meet the child's needs.

The children will be recorded as having **SEN support**.

For children with complex needs there may be a birth to 25 Education, Health and Care Plan put in place. The EHC plan will place emphasis on personal goals and will clearly describe the support a child will receive across different services including at school to achieve these ambitions. Schools must develop and review these plans working closely with parents.

We aim...

To ensure there is a Special Needs Policy for St Paul's Nursery School and make it available to all parents. This provides information on how children with special needs and disabilities are supported within the setting.

To ensure that all staff, including students and volunteers, are aware of the details of the policy.

To be aware of 'special needs' and 'disabilities' in the context of Early Years provision and understand how statutory, national and local procedures apply in practice to children under 5.

To ensure that the work of St Paul's Nursery School has 'due regard' to the 0-25 Special Educational Needs and Disabilities Code of Practice

To identify the necessary provision and staff arrangements to meet the special needs of the children.

To appoint one member of staff to be Special Needs Co-ordinator. This person will be responsible for supporting children with special needs within St Paul's Nursery and will be:

familiar with the Code of Practice 2014, able to support other staff, capable of making links with parents and other agencies.

Our current Special Educational Needs Co-ordinator (SENCO) Is Martin Cumming, in his capacity as Inclusion Leader and Assistant Head Teacher he is assisted by Sarah Lomas, our ERP Lead Practitioner

To set high, but achievable, targets for children with special needs with staff, parents and children.

To liaise with organisations and agencies who are concerned with children's special needs and disabilities.

To ensure that staff have opportunities to undertake specialist training related to special needs, to improve and update their knowledge and understanding.

To make effective use of any available Local Authority funding and resources to meet the identified needs of children in St Paul's Nursery School.

To ensure that we offer equal opportunities so that every child has the right to develop, grow and learn in a society without prejudice or discrimination.

Procedures for identification, assessment and review

This nursery school follows the stages in the Code of Practice. These are:

Early Identification and intervention

- We make regular observations and assessment of all children's play and progress to enable early identification of children's individual special needs.
- We monitor the progress of children with identified special needs carefully and assess carefully to provide appropriate provision and support.
- Parents are included in a structured and systematic way to shape the support their child receives and to be more transparent about what the school can provide.
- Parents will review and agree the outcomes the support is intended to achieve regularly.
- We use a graduated approach to identify and meet children's special needs. This is in line with national and local procedures and involves a systematic cycle of assessment, planning, action and review (the graduated approach) recording clear outcomes and strategies for development and progress. The Special Educational Needs Co-ordinator (SENCO) takes the lead responsibility for gathering information and for co-ordinating the child's Special Educational Provision, by working with other members of staff to produce an Individual Education Plan where appropriate and these are reviewed termly.
- Staff and the SENCO are supported and advised by specialists outside the nursery to meet children's individual needs.

Education and Health Care plan

- Statutory assessment may lead to the Local Authority putting into place an Education and Health Care Plan, which are reviewed yearly.
- The Nursery will lead, monitor and review children's My Support Plans every term.

Admission arrangements

Admissions to our Enhanced Resource Provision; Families are advised if applicable, by Early Years professionals about our 8 full time enhanced resource provision nursery places. Parents are encouraged to make an initial visit with the professional and if they wish to take up a place an application is made by the professional to SENAP (Special Educational

Needs Advisory Panel). If the place is approved, SENAP contact the nursery to determine if there is a place available.

Inclusion

We ensure that children with special needs are fully integrated into the daily groupings of the children and their routines.

In order to make appropriate and effective provision or adaptations, we collect information from parents to find out children's specific needs.

We ensure that children with special needs and disabilities are involved in play-based learning activities alongside the other children wherever possible.

We encourage and support children with special needs and disabilities to play confidently with other children and make a positive contribution.

We develop activities and experiences to raise the other children's awareness of positive images of disability and difference.

We make flexible arrangements for additional adult support to enhance social interaction, avoiding segregating children from playing with their peers.

We plan open-ended learning activities and experiences to help all the children to participate and learn, although we may need to differentiate some learning activities and experiences and provide alternative formats or additional equipment and resources for particular children.

We use a range of strategies to engage the children in play and provide learning activities to suit individual children's most effective style of learning.

Physical environment

We make reasonable adaptations and arrangements so that children with special needs and disabilities can join in all play areas of St Paul's Nursery School, both indoors and outdoors.

We make every effort to organise appropriate space for the children's supported and independent movement.

We ensure that children with special needs have easy access to toilets.

Allocation of resources

We make effective use of any available Local Authority funding and resources to meet the identified needs of children in St Paul's Nursery School.

Staff Qualifications and experience with SEND

St Paul's Nursery School employs a number of highly skilled staff who have been trained to deal with a range of special needs. These include:

- Behaviour management
- Signing (Makaton)
- Visual and hearing impairment
- Down Syndrome
- Autism

- Moderate learning difficulties
- Speech and Language (including ELKLAN and Early Talk Boost)
- Portage
- SCERTS
- ELSA (Emotional Literacy Support Assistant)

Whole staff training takes place as well as training specific to a particular child or key worker.

Multi-agency collaboration

The Special Needs Co-ordinator liaises with other supportive agencies to develop good working relationships.

We gather information on relevant contacts and services to share with parents.

We try to achieve a good relationship for information-sharing, collaboration and understanding with other professionals in order to take into account the complete needs of the child.

The SENCO meets regularly with the families and other agencies involved with the child to review the child's My Support Plan and evaluate and plan new outcomes.

Partnership with parents

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 respect the different perspectives and needs of parents.

The Special Needs Co-ordinator and other staff ensure that there is consistent communication and consultation with parents.

We consult with parents about information that should be shared with others.

We hold termly review meetings with parents / carers and key professionals involved (eg, speech therapist, educational psychologist). We also use questionnaires to gather the views of parents / carers. At these meetings we will review each child's My Support Plan and evaluate and plan new outcomes to ensure progress.

Home-school communication is completed through our Family App (e.g. if a child travels to and from the nursery school via the taxi service).

If any parent/carer or staff member has reason to complain about our provision for children with SEN, they should, in the first instance, speak to the Headteacher who will outline City of York complaints procedures.

The nursery constantly reviews issues of accessibility and is working towards meeting the requirements of the Disability Discrimination Act 2002.

Links to other documents

- Policy for Working in Partnership with Parents and Carers
- Safeguarding policy
- EYFS 2021

- SEND Information Report (available on our Website)
<https://www.stpaulsnurseryschool.co.uk/policies/>
- York SEND Local offer can be found on the York SEND website (click on link) [Welcome to York SEND Local offer – York SEND Local Offer](#)
- Information on services that are offered to parents are available on the following link: [Welcome to Raise York – Raise York](#)
- Information on Speech Language and communication are available on the following link [Speech, language and communication – Raise York](#)
- Impartial advice on SEND issues and support can be found vis SENDIASS [York SENDIASS – York SENDIASS](#)