

Special Educational Needs & Disability Policy To include The Chelsea Nursery (EYFS)

Date Reviewed: Summer 2025

Next Review: September 2026

Reviewed by: BA

This policy follows the principals of SEND Code of Practice 0-25 years (July 2014).

Scope

Policy for the Identification, Assessment and Provision for Children with Special Educational Needs and Disability.

At Cameron Vale School and The Chelsea Nursery we are committed to providing an inclusive environment in which all children are valued as individuals. We have high aspirations for our children to achieve their best and become confident individuals living fulfilling lives. Our aspirations apply to all children, including those who may have additional needs.

Aims

- To create an environment that meets the special educational needs of each child
- To ensure that all pupils with SEND have their needs identified to support academic progress and continued good physical and mental health and well-being
- To ensure that lessons are planned to address potential areas of difficulty and to remote barriers to pupil achievement
- To ensure open, effective and regular communication between the school and parent/carers of pupils with SEND
- To ensure good communication within the school about the pupils' needs and effective provision
- To access support from outside agencies when necessary
- To be guided by the 0-25 SEND Code of Practice 2025

Educational inclusion

Also see Inclusion Policy, Equal Opportunities Policy and Accessibility Plan

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

We will respond to the individual needs by:

- Providing support for children who need help with communication, language and literacy
- Planning for children's full participation in learning, and in physical and practical activities
- Helping children to manage their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

Role of the Special Educational Needs Co-ordinator (SENDCO)

Provision for children with special needs will be co-ordinated by the SENDco. The SENDco is responsible for: -

- The day-to-day operation of the SEND policy
- Liaising with and advising colleagues on SEND matters and responding to relevant changes in SEND policy locally and nationally
- Meet with teachers half-termly to discuss SEND children within each class
- Meet with the staff at The Chelsea Nursery monthly to discuss SEND children or children who are displaying particular developmental needs.
- Maintaining the SEND register
- Ensuring clear assessment of the strengths and weaknesses of children with special educational needs
- Ensuring that evidence and assessment is being used to inform planning and set targets
- Monitoring and reviewing actions taken to support children in reaching their individual targets
- Using a range of assessments to keep clear records of the progress of SEND children across the school.
- Liaising with and supporting with parents to ensure they are kept up to date on their child's progress.
- Liaising with outside agencies as appropriate
- Reporting to Governors on SEND issues
- Monitoring SEND provision through observation and feedback within year groups and subjects
- Identifying the training needs of Cameron Vale School and The Chelsea Nursery in terms of SEND development
- Contribute to and arrange in-service training on SEND issues to meet the needs of the school and the professional development of staff
- Updating of resources to aid the child's learning in class

Role of the Headteacher

The Headteacher aims to secure the necessary provision for any pupil identified as having special educational needs. The Headteacher ensures that all teachers are aware of the importance of providing for these children.

It is the intention that children with special educational needs will be admitted to the school in line with the school's agreed Terms & Conditions of Admission provided we can meet their physical, educational, emotional and behavioural needs at the school.

Special Educational Needs

A child is considered to have a learning difficulty if she or he:

- has a significantly greater difficulty in learning than most others of the same age; or
- has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

Areas of need

SEND is identified under four main areas of need:

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or physical needs

SEND support

If assessments indicate that a pupil needs provision beyond universal high-quality teaching, the next level is SEND Support. All pupils on SEND support will receive an Individualised Education Plan which identifies the specific outcomes to support the pupil to make progress in their identified area of need.

Education Health and Care Plan (EHCP)

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

EHCPs can be requested for pupils who demonstrate severe, long-term and or complex needs and have had considerable input from school and other educational professionals to meet their needs. There needs to be substantial levels of evidence for a Local Authority to agree to issue an EHCP. IF issued, the Local Authority are responsible for the SEND provision detailed in the EHCP.

Identification of pupils needs - Graduated Approach

For some children SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.

Class teachers, supported by the leadership team and SENDCo make regular assessments of progress for all pupils. This seeks to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the pupil and their peers
- widens the attainment gap

Once a pupil has been identified as possibly having SEND, they will be closely monitored by the class teacher to gauge their level of learning and possible difficulties. A record of concern will be completed by the class teacher and shared with the SENDCo.

Quality Teaching First (Wave 1)

High quality teaching, adapted for individual pupils, is the first step in responding to pupils who may have SEND. The class teacher will take steps to provide adapted and/or differentiated learning opportunities to aid the pupil's progress. A Quality Teaching Forst (QTF) map will be completed to record the adaptations being made.

The SENDCo will be consulted as needed for support and advice.

The class teacher will keep parents informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and knowledge with the school.

Pupil progress meetings between the class teacher and the SENDCo are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependant on the individual child's needs and progress being made.

Summative and formative assessments will be carried out as appropriate.

School Support (wave 2 &3)

This recognises pupils who are identified as **requiring additional and different** help in addition to QTF (Wave 1 support). This level of support takes the form of a four-part cycle (Assess, Plan, Do Review)

Areas of Need – There are 4 main areas of need:

- Communication and interaction – including speech and language needs, social interaction, ASD
- Cognition and Learning – including specific learning difficulties such as dyslexia, dyspraxia and dyscalculia
- Social, Emotional and Mental Well-being – including ADD, ADHD and disruptive behaviour
- Sensory and Physical needs – including vision and hearing difficulties, fine and gross motor developmental delays and other physical disabilities

Assess

Earlier decisions and actions are revisited, refined and revised. Further diagnostic and standardised tests may be carried out. Parents' views and experiences are sought. Assessments from external agencies may be sought.

Plan

Where it is decided to provide additional SEND support, the class teacher, SENDCo and parents will agree the outcomes they are seeking, interventions and support to be put in place, the expected impact on progress, development or behaviour and set a date for review. An individual pupil may be written to inform teachers of additional needs and suggest strategies to support the pupil.

Do

In Class Support/Specific Booster Support (Wave 2 support)

Where needed and appropriate, individual in-class support and /or small group support will be put in place. This support may occur outside of whole class lessons or be built into mainstream lessons. Class teacher will review strategies used and record them in their planning.

Specialist individual provisions (Wave 3 support)

At Cameron Vale School & The Chelsea Nursery, 1-1 intervention is considered where a pupil is not making progress despite QTF and in-class support and/or is around 2 years or more below their peers in a particular learning area. Target sheets are drawn up which will assist the pupils to progress in their learning. They are on-going, working document. As targets are achieved, new ones are added. Children contribute to the target-setting process.

Additional support may incur additional charges

Where it is decided that additional SEND is measured and monitored through:

- Pupil voice
- Class teacher and SENDCo discussion
- Parent meetings (at least twice a year)
- Weekly whole school staff meetings
- Assessment CATs, PASS, PTM/PTE
- End of year standardised assessments
- Teacher assessments

Continuing professional development

Staff are offered regular training and support through CPD as part of our Teaching and Learning programme.

Use of external support

In liaison with parents/carers we can advise on the use of specialists and therapists to provide a more in-depth analysis of the pupils' barriers to learning. This is at an additional cost to the parent/carers. This can include Speech and Language Therapy Service, Occupational Therapy, Educational Psychologist and Dyslexia assessments. and Members of staff are trained to follow programmes for children on the advice of these agencies.

Admissions

To meet the needs of pupils with additional needs, Cameron Vale School and The Chelsea Nursery require full information. Cameron Vale School and The Chelsea Nursery will ask all applicants on admission to Cameron Vale School and The Chelsea Nursery to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which Cameron Vale School and The Chelsea Nursery should be aware.

In assessing the pupil or prospective pupil, Cameron Vale School and The Chelsea Nursery may need to take advice and require assessments as appropriate. Cameron Vale School and The Chelsea Nursery will be sensitive to any issues of confidentiality.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is adapted to enable children to:

- Understand the relevance and purpose of learning activities
- Experience levels of understanding and rates of progress that bring feelings of success and achievement

Teachers use a range of strategies to meet children's specific educational needs. Lessons have clear learning objectives, we adapt and differentiate work appropriately, and we use assessment to inform the next stage of learning.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Every effort will be made to educate pupils with SEND alongside their peers in the classroom setting. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Partnership with parents

It is important to work with parents/carers as partners. Contact will be encouraged through regular updates from the class tutor, both formal and informal.

Children's achievements will be continually assessed and parents/carers invited to share in their strengths, areas for development and progress.

At Cameron Vale School, if a parent/carer has a concern at any time, they are welcome to contact Cameron Vale School. The first point of contact should be the child's class teacher.

At The Chelsea Nursery, if a parent/carer has a concern at any time, they are welcome to contact The Chelsea Nursery. The first point of contact is their child's key person, followed by the Deputy Manager who is the deputy SENDco who reports directly to the SENDco.

Cameron Vale School and The Chelsea Nursery promote partnership with parents/carers for all children but acknowledges that this is particularly important for children with special educational needs. Staff recognise that the best results are achieved through an open and confident relationship where parents/carers' views are valued.

Monitoring and evaluation

The SENDCo monitors the movement of children within the SEND system in school. The SENDCo provides the staff and Headteacher with a review of the impact of the SEND provision in school.

SEND & Safeguarding

As a school we recognise that the barriers that may exist to identifying safeguarding concerns in children with SEND. Our SENDCo, Class Teachers and DSL work together to show extra vigilance, offer support to parents and give training to all staff.

The SEND Policy will be reviewed and evaluated annually to monitor and assess its effective implementation.

Name of Policy SEND & Inclusion Policy (To include The Chelsea Nursery)	Policy date September 2024 v12 September 2025 v13	Reviewed/amended
Current version v13	Date of next review Sept 2026	
Policy Lead Designated Safeguard Lead		