BUCKINGHAMSHIRE COUNTY COUNCIL

Buckingham Primary Nursery

Special Educational Needs & Disability (SEND) Policy

Adopted by Governors Full GB: November 2025

Date of next review: November 2026

Gemma Hopkin - Chair of Governors

Buckingham Primary Nursery Special Educational Needs & Disability (SEND) Policy

Our Ethos

At Buckingham Primary Nursery, we believe that every child has a right to access a full and enriching experience, no matter what their ability or background. Every keyworker at the Nursery is a teacher of every child, including those with SEN.

We are committed to providing equal opportunities for all, regardless of race, faith, gender, or capability. We promote self and mutual respect and a caring, non-judgemental attitude throughout the Nursery.

This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also is written with reference to the following guidance and documents:

- Statutory Guidance on supporting pupils at school with medical conditions (2014 updated 2017)
- Keeping Children Safe in Education (2024)
- School Accessibility Plan
- Teachers' Standards 2012

This policy should be read in conjunction with the additional school policies and documents:

- Anti-Harassment and Anti-bullying Policy
- Accessibility Plan
- Supporting Pupils with Medical Needs Policy
- Child Protection Policy
- Administering Medicines Policy
- Annual SEND Information Report
- Equality Statement.

Aims and objectives for children with SEND

Our aim is that all children experience success and enjoyment in their learning and achieve to the highest standard of which they are capable.

In pursuit of this aim, we have a number of objectives specific to children with SEND:

- To identify, at the earliest opportunity, barriers to learning and participation for children with SEND.
- To enable all children with SEND to participate fully during their sessions through inclusive opportunities and appropriate resources and learning environment.
- To value and encourage the contribution of all children to the life of the Nursery, and eradicate any possibility of discrimination or prejudice towards children with SEND.
- To help children with SEND develop their own personalities, skills, abilities, and independence.
- To work in partnership with parents / carers and children.
- To work with the Governing Body to make it possible for them to fulfil their statutory monitoring role.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

The SEND Team at Buckingham Primary Nursery

Enquiries about a child's progress should initially be addressed to the key worker. The SENDCo, Mrs Lisa Smith, has day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEND across school and Nursery, supported by the Assistant Head for Early Years, Mrs Clare Milne and Deputy Head and Inclusion lead, Mrs Sarah Gammon. Mrs Milne is also a Deputy Safeguarding Lead, as is Mrs Gammon who is also Designated teacher for looked after children (CLA).

~~Mrs Emma Tarbuck is Early Years Nursery SENDCo, completing the CACHE Level 3 National Qualification for SENCOs in The Early Years, with day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEND.~~

Mrs Brigid Howard is the Governor with responsibility for SEND. More information about the support structure for children with SEND is in Roles and Responsibilities, below.

If you want to discuss your child and any SEND needs please make an appointment with Mrs Milne in the first instance.

Identifying Special Educational Needs

A child has Special Educational Needs if he or she had a learning difficulty, or disability, which calls for special provision to be made for them. A child has a learning difficulty if he or she:

- Has significantly greater difficulty in learning than the majority of children of the same age;
- Has a disability that prevents or hinders them from making full use of the educational facilities of a kind generally provided for children of the same age at the school;
- Is under school age and falls within the definitions above, or would do so is special educational provision was not made for them.

There are 4 broad categories of SEND:

- Communication and interaction – including autism spectrum and language disorders.
- Cognition and learning – including learning difficulties, development delay and Specific Learning Difficulties e.g. Dyslexia, and Dyscalculia.
- Social, emotional, and mental health – including ADHD, mental or emotional health difficulties.
- Physical and sensory – including hearing and visual impairments.

Children are taught alongside their peers and we have high expectations of all our children.

Although the Nursery team are skilled at identifying special educational needs, we do not offer diagnoses. The school uses the following outside agencies to help identify and support children with SEN; Community Paediatrics, Occupational Therapy, Speech and Language Therapy, Health Visitors, Early Years Inclusion Teams. Parents can also contact their GP if they have concerns about their child.

There are other issues, such as health and welfare, attendance, English as an additional language, and behaviour may impact a child's progress and attainment, but these are not classified as a Special Educational Need.

A Graduated Approach to SEN Support

At the Nursery all children benefit from Quality First Teaching, which means that staff assess and plan provision for children at the level that allows them to make progress.

The Code of Practice outlines a graduated response to pupil's needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the Nursery's usual differentiated curriculum and strategies. SEN support takes the form of a four part cycle known as the graduated approach of assess-plan-do-review.

- **ASSESS -** All staff use on-going formative and summative assessments of children to measure progress and performance against school expected attainment for a child of comparable age. The key worker will express concern if a child
    - Is significantly lower 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 or widens the attainment gap between the child and their peers

  In identifying a child needing SEN support, the staff and SENDCo will carry out a clear analysis of the child's needs. Advice from outside agencies and parents will be sought if

considered necessary. A profile is developed taking all the above into account and this will inform the next step.

- **PLAN –** When it is decided to provide a child with SEN support, parents will be notified if not already involved. The key worker and the SENDCo, in consultation with the parents, will agree the support to be put in place, as well as the expected impact on progress and a clear review date. This information is recorded on an Individual Education Plan and/or SEND Support Plan. When allocating support to a child, our focus is on outcomes, not hours. We aim to put in sufficient support to enable a child to reach challenging targets, but without allowing them to develop a dependence upon an adult.

- **DO -** Staff are responsible and accountable for the progress and development of the children, including where a child accesses support from specialist staff. The SENDCo is responsible for supporting staff in any further assessments and advising on additional or alternative support.

- **REVIEW –** The effectiveness of support and intervention should be reviewed at date agreed above. The impact of interventions should be evaluated along with the views of the children and parents. This is reviewed against the child's progress and development and, in consultation with parents and any other professionals, new targets may be set or the decision to remove SEN support may be made if appropriate.

SEND Local Offer

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available to families in Buckinghamshire whose children have an Education, Health Care Plan and those who do not have a plan but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/localoffer.page

Moving to an EHC Plan (Education, Health, and Care Plan)

Over time if a child fails to make progress, in spite of high quality, targeted support at SEN support, we may apply for a child to be assessed for an EHC Plan. The purpose of the EHC Plan is to make more specialised educational provision to meet the needs of the child to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting between the parents, the child, the Nursery, and any health or social care professionals who are involved with the family. The meeting will record the child's strengths and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan, which will record the decisions made at the meeting and outline desirable outcomes for the child.

How will I know how my child is progressing?

Our open door policy allows for easy informal updates between parent / carer and key worker. In addition to this, the effectiveness of support will be reviewed at a date agreed and at least three times a year. The impact of support should be evaluated along with the views of the children and parents / carers. This is reviewed against the child's progress and development and, in consultation with parents / carers and any other professionals, new targets may be set or the decision to remove SEN support may be made if appropriate.

Partnership with Parents / Carers and pupils

We aim to have open and informative relationships with all our parents / carers. If a child is experiencing difficulties, the key worker will inform the parents. Parents will continue to be informed if their child is being considered as having special educational needs.

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Admission and transition arrangements for children with SEND

We understand how difficult it can be for children and parents as they move into a new environment, and we work with the individual needs of the child to make such transitions as easy as possible. This may include:

- Additional meetings with the new staff.
- Additional visits to the Nursery.
- Other arrangements to suit the child's individual needs.
- Transition sessions in Foundation classes in school take place during the second half of the Summer term for children transitioning to Buckingham Primary School.

Supporting Other Pupils at Nursery

Children with Medical Conditions

Buckingham Primary Nursery recognises that pupils with medical conditions should be properly supported so that they have full access to the facilities. Some children with medical conditions may be disabled, and in these cases, the Nursery will comply with its duties under the Equality Act 2010. All staff are made aware of children with medical conditions and how this may impact on the child. The Nursery ensures that appropriate training relating to specific medical conditions is undertaken by all staff that have access to the child.

Children with disabilities

A child has a disability under the Equality Act 2010 if they have a mental or physical impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities. Long term is defined as 'a year or more' and substantial is defined as 'more than minor or trivial'. It includes sensory impairments and long term health issues such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have a special educational need. It can also include Children with dyslexia, ADHD and other hidden disabilities.

Buckingham Primary Nursery is disability friendly and has a duty to make reasonable adjustments to ensure that children with disabilities are not at a substantial disadvantage to their peers. It is an anticipatory duty and requires consideration of what a disabled child might require in advance to prevent such disadvantage.

All our rooms are inclusive and we aim to support children with a variety of Special Educational Needs, including Autism, dyslexia, dyspraxia and ADHD. We endeavour to make the physical environment accessible and classrooms are selected for children based on their accessibility.

Children with behavioural concerns

Behaviour is not classified as a Special Educational Need. All behaviour is responded to in line with the Nursery's Behaviour Policy and the Steps Positive Behaviour management approach, adopted by Buckinghamshire County Council, which staff have been trained in. If a child demonstrates inappropriate behaviour, the key worker will assess the child's needs, taking into account family circumstances and experiences.

If parents or the nursery are concerned that a child might have mental health needs, we encourage the parents to ask their GP for a referral to the correct specialists and nursery seek external advice from, e.g. Bucks Early Years SEN, CAMHS.

The nursery does not tolerate bullying towards any child, including those with SEND. We actively work with all children to develop positive relationships and social skills.

Staff expertise, training, and resources

All our staff are trained to work with children with SEN. Some are very experienced, and all have access to information, advice, resources, and training to help them teach all children effectively. We encourage ongoing training and skill-updating through in-house or LA courses, books and websites.

- The SENDCo and Inclusion lead hold the National Award for SEN Co-ordination. ~~The Early Years SENDCo is studying the CACHE Level 3 National Qualification for SENDCos in the Early Years.~~
- The Head teacher, Deputy Head, Assistant Head for Early Years, Operational Safeguarding Lead and Senior Leadership Team have received Designated Safeguarding Lead training (DSL).
- BPS maintains a rolling programme of First Aid Training for staff.
- Staff have been trained in Steps Positive Behaviour Management approach.
- The SENDCo attends regular SENDCo liaison meetings which disseminate information regarding current practise and thinking and offers the opportunity to discuss special educational needs issues with colleagues across the county.

External Agencies

The nursery is in contact with a wide range of services and organisations, including:

- Occupational Therapy
- Speech and Language Therapy
- Educational Psychology
- Health visitors
- Social Care
- Education Welfare Officer

Contact with the services is coordinated by the SENDCo.

~~In addition, we have a Family and Nurture Support Worker who provides pastoral and nurture support, in addition to the range of interventions and support provided for children with social and emotional needs.~~

Roles and Responsibilities

There is a team of people working on SEND support within the Nursery. Each of them has clearly defined roles and responsibilities.

Role of the SENDCo

- To oversee the day-to day operation of the Nursery's SEND policy
- To coordinate provision for children with special educational needs
- Liaising with the relevant Designated key worker where a looked after pupil has SEND
- Advise on budget and other resources to meet pupils' needs effectively
- To liaise with and advise staff
- To oversee the records of all children with special educational needs
- To liaise with parents of children with special educational needs
- To work with the Assistant Head for Early Years, Inclusion Lead and Governing body through regular meetings with the SEND Governor
- To liaise with external agencies
- To liaise with potential next providers of education to ensure smooth transition.

Role of the Nursery staff

- To identify a child with special educational needs and inform the SENDCo.
- To draw up and review termly APDR or SEN Support Plans when necessary, in conjunction with the SENDCo, parents and external agencies as appropriate, to help the child access the full curriculum
- To discuss the child's needs and possible support with the parents and the child

- To keep records and evidence of the child's progress
- To be accountable for the progress and development of the children in their class, including where a child accesses support from teaching assistants or specialist staff.

Role of the Governors

Nursery Governors have a statutory duty to ensure that the Nursery follows its responsibilities to meeting the needs of children with SEND in line with the requirements set out in the 2014 Code of Practice.

Mrs Brigid Howard is the governor with responsibility for SEND. Her role is to oversee the Nursery's arrangements and provision for special educational needs. This includes:

•seeking and understanding the views of parents/carers of SEND pupils
•understanding the progress of SEND pupils
•knowing how SEND provision works in the Nursery, and its strengths and weaknesses
•monitoring the use of SEND funding, to ensure value for money
•being clear about the school's contribution to the LA's local offer
•being involved with the appointment of the SENDCo

She meets with the Inclusion lead and / or SENDCo at least once a term to discuss SEND provision, and is actively involved with Nursery's SEND policy. She reports back to the Governing Body and ensures they are up-to-date with the Nursery's requirements and provisions.

Complaints

The school strives to work in partnership with parents to create a collaborative approach to meeting children's needs. Should there be a need for complaint, it is taken extremely seriously and dealt with through the Nursery's Complaints Policy as detailed on the school and Nursery website.
The SEND complaint procedure is:

- The complaint is dealt with by the Key worker.
- If the matter remains unresolved the complaint is dealt with by the SENDCo and/ or Assistant Head for Early Years.
- If there is still no resolution the Deputy Headteacher or Headteacher would become involved.
- If the matter is still not resolved the complainant must put their complaint in writing to the Chair of Governors.
- The Governing Body will deal with the matter through their agreed complaint resolution procedures.

Contacts

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