



7. Special Educational Needs and Disabilities (SEND) Policy

St Vincent's Nursery SENCo's is
Chloe Chester (Curriculum Lead)

Policy Statement:

At St Vincent's Nursery we are committed to the inclusion of all children. We ensure all children are cared for and educated to develop to their full potential alongside their peers through positive experiences. We enable them to share opportunities and experiences and develop and learn from each other. We provide a positive, welcoming, stimulating and enjoyable environment where children are supported according to their individual needs and we always ensure that no children are discriminated against or put at a disadvantage as a consequence of their needs. Each child's needs are unique and we do not attempt to categorise children.

Legal Framework:

This policy has been created with regard to:

- [The SEND Code of Practice 2015](#)
- [Children and Families Act 2014 \(Part 3\)](#)
- [Equality Act 2010](#)
- [Working Together to Safeguard Children](#)
- [Statutory Framework for the EYFS](#)

Our Aims and Objectives of our approach to SEND:

We aim to:

- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the [SEND Code of Practice 2015](#) and its latest developments and updates
- Ensure that any additional needs of children are identified, assessed and provided for
- Clearly specify the roles and responsibilities of staff in providing for children's special SEN, and develop their knowledge and skills through a well-targeted continuous professional development
- Include all children and their families in our provision, encourage high levels of their participation and work in partnerships with them in order to meet children's individual needs
- Have a clear focus on steps towards positive outcomes for children and provide differentiated learning opportunities that would meet their individual needs through a range of strategies



- Make every effort to narrow and close the gap in achievement between vulnerable and disadvantaged children and their peers
- Share any statutory and other assessments made by the nursery with parents and support parents in seeking any help they or their child may need
- Work in partnerships with Trafford Area SENCO and other agencies in order to meet individual children's needs, including the education, health and care authorities, and seek advice, support and training where required
- Monitor and review our practice and provision and, if necessary, make reasonable adjustments and seek specialist equipment and services if needed, to enable all children to access our provision
- Promote children's self-esteem and emotional health and well-being, and help them to form and maintain meaningful relationships based on respect for themselves and others
- Celebrate diversity in all aspects of play and learning, and promote positive images and role models during play experiences of those with additional needs wherever possible
- Challenge inappropriate attitude and practices

Definition of SEN:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child under compulsory school age has special educational needs if they are likely to fall within either of the below categories when they reach a compulsory school age or would do so if special educational provision was not made for them:

- They have a significantly greater difficulty in learning than the majority of others of the same age, or
- They have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age

Children's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with communication and imagination, which can impact on how they relate to others.

2. Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, and profound and multiple learning

difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

4. Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support.

Definition of a 'Disability'

The definition of disability under that [Equality Act 2010](#) is '... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.' 'Long term' is classified as 12-months or more.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN but there is a significant overlap between disabled children and those with SEN.

Difficulties which may not be related to SEN:

Some children in our nursery may be underachieving, which may be caused by a difficult start in life or poor early experience of learning, but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these children narrow the gap.

Difficulties related solely to English as an additional language are not considered as SEN. We assess all aspects of a child's performance in different areas of learning and development to establish whether lack of progress is due to their inadequate understanding of English or if it arises from SEN or a disability.

The following concerns may impact on a child's progress and attainment, but are not in themselves indicators of SEN:

- Health & Welfare
- Being in receipt of Early Years Pupil Premium funding
- Being a Looked After Child

How we identify needs at St Vincent's Nursery:

All our practitioners working with children monitor and review the progress and development of all children on a daily basis. Where a child appears to be below expected levels of development appropriate for their age, or where a child's progress gives cause for concern, practitioners consider all the information they hold on the child's learning and development from within and beyond the setting and inform the nursery SENCo immediately. The child's key person is in charge of completing detailed assessment on the child in the form of an Observational Journal gathering and recording regular observations on the child throughout the day and during various parts of the routine, in particular considering their progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought externally, this is also considered when determining whether or not a child has SEN.

Progress Check at the age of 2:

When a child reaches the age of two (or within 6 months thereafter) practitioners review progress and provide parents with a short, written summary of their child's development, focusing in particular on communication and language, physical development and personal, social and emotional development. This progress check identifies the child's strengths and any areas where the child's progress is slower than expected. If there are significant emerging concerns (or identified SEN or disability) practitioners develop a targeted plan (Individualised Support Plan) to support the child.

The progress check will highlight areas where a child is making a good progress, areas where some additional support may be needed and whether or not there is a concern that the child may have SEN. A copy of this report will be given to the child's parents so that it can be passed on to their health visitor during the child's 2-year check as part of integrated review.

Wellcomm and Trafford Assessment of Speech Sounds (TASS):

Practitioners review progress of the children's communication and language development through using the Wellcomm toolkit (Young Explorers, Early Learners and Pre-school) and the TASS (Early Learners and Pre-school).

Wellcomm is a speech and language toolkit for assessing children in the early years, from 6 months old. It plays a crucial role in identifying children with potential language difficulties. It offers a range of customised intervention activities to help support language development, known as the Big Book of Ideas. The toolkit uses a traffic light system that clearly identifies children requiring immediate intervention, as well as those who show potential language difficulties. If your child is assessed as red, this is likely to result in a referral being made to the speech and language team, as well as intervention activities. For amber, intervention activities will be suggested in the first instance.

The Trafford Assessment of Speech Sounds (TASS) is designed to assess and gather information on a child's production of consonants in various word positions and can be delivered by parents as well as education and health staff. This assessment consists of a set of 60 pictures and is ordered in a developmental order. The assessment also includes a photocopiable, easy-to-use scoring sheet to complete in the assessment. The TASS is designed to help identify any speech sound errors and for practitioners to sought early intervention to support the child.



Supporting SEN at St Vincent's Nursery:

Graduated Approach

If it has been identified that a child may have SEN, or if we feel they may be at risk of falling behind in certain areas of learning and development if differentiated curriculum / provision was not provided for them, we arrange a meeting with parents to discuss this and agree on strategies that will be put in place in nursery, and offer advice on how they could support this in the home environment. The Graduated Approach is led and co-ordinated by the nursery SENCo who works in close partnerships with the setting practitioners providing support to children with SEN.

The Graduated Approach has four stages of action: **Assess – Plan – Do – Review**; the child's Individualised Support Plan is established around these stages.

Individualised Support Plan (ISP)

After an additional need has been identified, as part of the Graduated Approach, an Individualised Support Plan (ISP) will be completed by the child's key person with the SENCo's support as required. ISP would be shared with the child's parents during the parents' meeting, with their views and ideas taken into account; parents would then be provided with a copy of the ISP so that they are able to support the child's learning at home.

ISP is a 6-8 week plan based solely around the area where the child's additional need is identified and would contain details of 1-2 activities each week that would be completed by the child's key person throughout the week. At the end of each week the key person would evaluate the activities and plan for enhancements for the following weeks. At the end of the 6-week period, the child's key person would evaluate the outcomes of the ISP and the progress that the child has made. A new ISP would then be put in place and new set of targets and activities planned for the child.

If after two 6-8 week plans it has been identified that the child has not made progress and continues to show delay in their learning and development in that area, a Single Agency Referral Form will be completed, with parental consent, in order to seek advice, support and involvement from an external professional.

Speech & Language Support Plan (SLSP)

Our setting's Communication Champion reviews all the Wellcomm and TASS screening to ensure children are developing sufficiently. If your child is assessed as red, this is likely to result in a referral being made to the speech and language team, as well as intervention activities. For amber, intervention activities will be suggested in the first instance. The Communication Champion and SENCo work closely in supporting the key person to complete a SLSP and implement interventions focused on the child's needs in the format of the Graduated Approach Assess – Plan – Do – Review cycle. If after two 6-8 week plans it has been identified that the child has not made progress when rescreened and continues to show delay in their learning and development in that area, a referral is likely to be made to the speech and language team.

Single Agency Referral Form (SARF)

With parental consent, the SENCo will complete a Single Agency Referral Form (SARF) which will be sent on to the relevant agency, which could be health visitors, Speech and Language Therapy Service, SENAS etc. The nursery SENCo and child's key person would then work in a close partnership with the external professional to ensure interventions and targets are put in place to support the child within their area of need.



Throughout the involvement of external professionals, the child's ISP will be continued with and targets set and agreed by all individuals involved.

Emotional Literacy Support Assistant Referral Form

With parental consent, individual children within our setting will be referred internally for 'ELSA support.' Criteria for the referral will be based on assessment of the child's social and emotional development / well-being. It is expected that the child's key person will have already completed at least one cycle of Assess-Plan-Do-Review using the Graduated Approach. Once children have been referred for 'ELSA support' the ELSA will meet with their key person and parent / carer(s) to decide what would be best to focus on in terms of support. Once the focus of intervention has been decided, an Individualised Support Plan or Well-being Support Plan will be written with SMART targets, details of support will be given and by whom, and with a review date of 6 weeks. The ELSA may be involved in delivering the intervention or they may take a support and coaching role whereby they help the child's key person to plan and deliver the intervention. The ELSA will also attend a termly supervision session, run by an Educational Psychologist, alongside accredited ELSAs from other early years settings in Trafford to gain guidance from an Educational Psychologist. If after two 6-week plans it has been identified that the child has not made progress and continues to show delay in their learning and development in that area, a referral to the Child and Adolescent Mental Health Service (CAMHS) – under 5's will be made, with parental consent, in order to seek advice, support and involvement from an external professional.

Education, Health and Care Plan (EHC Plan)

Where, despite the professionals having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, we will consider requesting an Education, Health and Care needs assessment to be carried out by the local authority. The assessment may also be requested by the external agency involved with the child. It is up to the local authority to decide whether or not an EHC Plan is necessary.

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.

The Role of the SENCo:

- Take the lead in implementing the graduated approach and support staff members through each stage of the process
- Ensure that any necessary reasonable adjustments to the physical environment for a child with SEND are fully explored and put in place prior to the child starting at the setting
- Support the child's key person in further assessment of the child's particular strengths and weaknesses, in planning future support for the child in discussion with other practitioners, and in monitoring and subsequently reviewing the action taken
- Ensure all appropriate records are kept, including records of all ISP's and SEN support, multi-agency visits and visit outcomes, and multi-agency meetings around the child
- Work closely with the whole team to make sure there are systems in place to plan, implement, monitor, review and evaluate the SEN practice and policy of the nursery

- Work closely with the in-house ELSA, Communication Champion and Positive Behaviour Co-ordinator to ensure the child's needs and interventions are focused on holistically
- Provide a broad and balanced early learning environment for all children with SEND
- Oversee provision of differentiated activities to meet all individual needs and abilities
- Ensure that the provision for children with SEND is the responsibility of all members of the team
- Ensure that parents are informed at all stages of the assessment, planning, provision and review of their child's care and education
- Together with the child's key person use the Graduated Approach stages of 'assess – plan – do – review' for completing Individualised Support Plans for children with SEND and discuss these with parents
- Support the child's key person in reviewing ISP's every 6-8 weeks and holding review meetings with parents
- Develop links with external agencies and liaise with other professionals involved with the children with SEND and their families at all times, maintaining positive relationships and supporting one another
- Support the practitioners' continuous professional development in various aspects of SEN as part of the nursery's annual development plan
- Evaluate regularly the impact and effectiveness of all additional interventions for children with SEND
- Ensure the effectiveness of our SEND provision by collecting information from a range of sources, e.g. ISP reviews, staff meetings, parental views, external agencies' views, inspections and complaints
- Attend Trafford SENCo network meetings and training as appropriate
- Monitor and review policy annually or as required

The Role of the Key Person of the Child with SEND:

It is each key person's responsibility to ensure that they work in a very close partnership with the SENCo to fulfil all responsibilities of the SENCo, as outlined above. Additionally, they must ensure the following:

- Have clear, concise and accurate knowledge and understanding of the child's stages of development in all areas of learning
- Make informed decisions by taking the child's and parents' insights into account
- Have high ambitions for the child and promote positive outcomes
- Set stretching targets for the child and track their progress towards them
- Regularly review the learning environment to ensure its continuous suitability to the child's needs
- Ensure that the approaches used are evidence-based and impact on the child's progress

Partnerships with Parents / Carers:

All practitioners at St Vincent's Nursery work closely with parents / carers and we see this as vital when caring for children. This is particularly relevant when working with children with SEND to ensure that each child is fully included.

All children are assigned a key person, which in the case of a child with SEND, could be a team member with previous experience in this area.

Positive and effective communication is key when working with parents / carers to form strong, trusting relationships. Opportunities for parents / carers to communicate with their child's key person are offered during the settling in process, at daily feedback times and at our parents' evenings. We recognise that more frequent communication will be necessary for a child with SEND and further meetings will be arranged as appropriate.

Parents / carers will be included and encouraged to be actively involved in all stages of the SEND process. They will be involved in agreeing targets and interventions for their child, and in monitoring progress against these targets.

Confidentiality will be maintained at all times, with information shared on a need to know basis and only with the permission of parents / carers. The exception to this is if there is a safeguarding issue and gaining permission from parents / carers could place the child at risk of further harm.

We will endeavour to assist parents / carers as much as we can in providing sources of information and advice and additional support that may be accessible to them.

Local Offer:

Trafford local authority has published a Local Offer on their website, setting out in one place information about provision available across education, health and social care for children and young people in their area who have SEN or are disabled.

The Local Offer includes information on:

- How parents can request an assessment for an EHC plan
- Arrangements for identifying and assessing children's SEN
- Support to help children and young people move between phases of education
- Sources of information, advice and support in the local authority's area relating to SEN and disabilities
- Childcare, including suitable provision for disabled children and those with SEN
- Parents' rights to appeal a decision of the local authority to the First-tier Tribunal (SEN and disability) in respect of SEN and provision

The Local Offer can be accessed here:

<https://www.trafforddirectory.co.uk/kb5/trafford/fsd/localoffer.page?newlocalofferchannel=0>

St Vincent's Nursery have their own Local Offer which is available on the Trafford Service Directory, describing how we support children with SEND in the setting.



Supporting Effective Transitions:

For all children we will ensure early and timely planning of settling-in period into our nursery, transitions between rooms; this is especially important for children with SEN so that the new key person has a thorough understanding of the child's additional needs, can plan provision and interventions in advance and have all the necessary information about the child. During transitions between individual rooms in the nursery, the current and new key people will hold a meeting ensuring a detailed handover is completed, including passing on details on Individualised Support Plans and any multi-agency involvement.

In the event of a transition to another setting or primary school, the nursery SENCo will arrange a meeting with the other setting / school SENCo, with the parents' consent, to ensure a thorough handover of information about the child and their SEN needs. Additional strategies will be put in place to support transitions to primary schools and these may include extra settling-in visits for the child or visiting the school during lunch time or outdoor play time so the child can familiarise themselves with the environment, teachers and different parts of the routine. Furthermore, the teacher from school will be invited to visit the child at the setting; this gives the teachers a chance to gain knowledge of the child and observe them within the setting they are used to. Schools will also be sent the child's final report to ensure the teachers have a sound knowledge of the children's starting points.

Admission Arrangements:

No child will be refused admission to St Vincent's Nursery on the basis of their SEN, ethnicity or language need. In line with the Equality Act 2010, we will not discriminate against children with SEND and will take all reasonable steps to provide effective educational provision.

Complaints:

If there are any complaints relating to the provision for children with SEND, these will be dealt with in the first instance by the nursery SENCo and then, if unresolved, by the Headteacher of St Vincent's Catholic Primary School, Anita Harrop.



Useful Information

Contact Details:	Nursery SENCo	Chloe Chester	0161 928 7581
	Nursery ELSA	Chloe Chester	0161 928 7581
	Nursery Communication Champion	Chloe Chester	0161 928 7581
	Trafford Area SENCo	Yvonne Squire Yvonne.squire@trafford.gov.uk	0161 912 4812
	SENAS (advisory service)	Chandrika Mistry Chandrika.mistry@trafford.gov.uk	0161 911 8683
	TEDS (early development service)	Sian Williams Sian.williams@cmft.nhs.uk	0161 912 5108
	Trafford Speech and Language Therapy Team		0161 912 2592
	The Complex Needs Team		0161 912 2060 CANTeam@trafford.gov.uk
	Trafford South Health Visiting Team	Altrincham Timperley pcn-tr.TraffordsouthHVTteams@nhs.net	0161 912 4044 0161 912 3355

Additional information can be obtained from:

Trafford Directory Services

<https://www.trafforddirectory.co.uk/kb5/trafford/fsd/home.page>

SEND Code of Practice: 0-25 years – Statutory Guidance

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Equality Act 2010 – a legal framework

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

Children and Families Act 2014

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

First-Tier Tribunal (Special Educational Needs and Disability) – information on appeals

<https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

Early Years Outcomes Guide



St Vincent's Nursery, Orchard Road, Altrincham, Cheshire, WA15 8EY

<https://www.gov.uk/government/publications/eyfs-profile-exemplification-materials>

Statutory Framework for Early Years Foundation Stage

EYFS statutory framework for group and school-based providers

Policy reviewed: 16th January 2026
Reviewed by: Ivana Butterworth