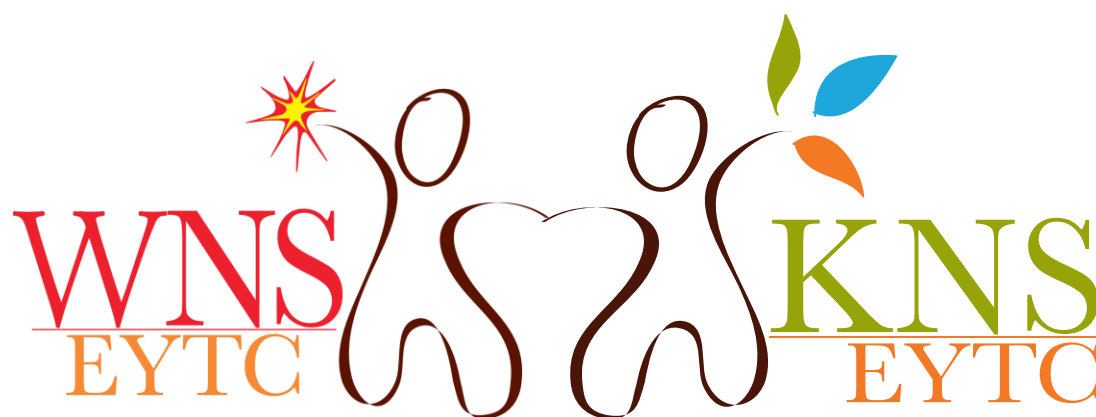


Kenilworth Nursery School & Whitnash Nursery School



Recognising and valuing the uniqueness of every child

SEND Policy 2026/27

Date of Policy:	September 2026
Approval by Governing Board:	
Date of Review:	September 2027

The staff and governors are committed to providing an inclusive learning environment for all who attend Kenilworth & Whitnash Nursery Schools.

Maintained Nursery Schools must:

- Use their best endeavours to make sure that a child with SEN gets the support they need.
- Ensure that children with SEN engage in the activities of the school alongside children who do not have SEN.
- Designate a teacher to be responsible for co-ordinating SEN provision (SENDCo)
- Inform parents they are making special educational provision for a child

Aims

In order to promote inclusivity, the school will aim to ensure that every child:

- Has access to a broad, balanced and relevant developmentally appropriate and accessible curriculum.
- Where Special Educational Needs and/or Disability (SEN/D) are known, has their needs met.
- Staff work collaboratively with parents, co-responsibly to identify learning needs and to respond quickly by providing individual learning profiles.
- Have a clear process of observation, assessment, intervention and review for all children, so that identification of needs is efficient and intervention has effective impact.

In addition, the governors will seek to make sure the school buildings are increasingly accessible to all, in line with the requirements of the Equality Act 2010. The Act ensures that children with a disability must not be discriminated against in anyway:

"The definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation."

SEN code of Practice 2015

**This Policy is to be read in conjunction with other policies in place, in particular:
The Curriculum Policy, the Relationships Policy, Equity Statement.**

Objectives

In line with the Early Years Foundation Stage Curriculum (2026) the schools offer safe and supportive learning environments where all children are recognised as unique and supported towards progress and development, at a level appropriate for each individual child so that they can fulfil their potential.

To fulfil the *Aims and Objectives* we follow the SEN Code of Practice 2015 and the 2026 Every Child Achieving and Thriving. This states that the governing body in co-operation with the Executive Head Teacher determine the school's general policy and approach to provision for children with SEND, establish the staffing and funding arrangements and maintain a general oversight of the school's work. A SENDCo (Special Educational Needs

Coordinator) will co-ordinate support and approaches with SEN, particularly through Early Support processes and writes and implements Individual Support Plans (ISPs). The Nursery Schools currently use Individual Support Plans (ISPs) to record additional provision, targets, strategies and outcomes for children identified as requiring SEND support. These plans are developed collaboratively with parents, reviewed regularly and reflect emerging national SEND reforms. The Head and fellow teachers are also closely involved in the strategic development of the SEN policy and provision. The SENDCo has day to day operation of the school's SEND policy and for coordinating provision for pupils with additional needs.

This policy is written to be in line with Warwickshire's Local offer which states:

"Warwickshire's SEND local offer brings together information about the local services and support available across education, health and social care for families with children and young people aged 0 to 25, who have special educational needs and/or disabilities."

This offer details that professional partners will work together to support children and their families. More information can be found using the following link: <http://www.warwickshire.gov.uk/send>

National SEND Reform Principles

The Nursery Schools are committed to implementing the principles outlined within the Department for Education White Paper, 'Every Child Achieving and Thriving' and subsequent SEND reforms as they are introduced. Our approach reflects the national ambition that children and young people with SEND should be:

- identified early
- supported effectively within inclusive mainstream provision
- able to access specialist support when required
- educated in partnership with their families
- supported through joined-up education, health and care services
- enabled to achieve positive long-term outcomes

The schools will review practice regularly to ensure alignment with emerging National Inclusion Standards, Warwickshire Local Authority guidance and future statutory requirements

SEND support in the Early Years

In addition to the formal checks, early years practitioners working with children should monitor and review the progress and development of all children. Practitioners should particularly consider a child's progress in communication and language, physical development or personal, social and emotional development – the prime areas of learning and development.

Where a child appears to be working below developmentally expected levels or progress gives cause for concern, practitioners should consider all the information about the child's learning and development from within and beyond the setting, formal healthcare checks, practitioner observations and more detailed assessment of the child's needs. Practitioners should consider information on a child's progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the setting, this should also inform decisions about whether or not a child has SEN. All the information should be brought together with the observations of the parents and

considered with them collaboratively (SEN code of practice 2015).

Admissions

Places at the Nursery Schools are managed in accordance with Warwickshire Local Authority admissions guidelines. A child will not be refused a place due to their special needs or disability and the Nursery Schools have experience in meeting the needs of many children with complex learning, behaviour and health requirements. The MNS in Warwickshire have a small number of enhanced inclusion spaces as part of a county trial to recognise and maintain their expertise, these are currently capped at 3 per setting.

It is important that a child can access nursery sessions at an appropriate level and for an appropriate length of time based upon their needs. All children, including non-verbal children, display behaviours that indicate their tolerance levels. The schools will make professional judgements in partnership with parents and other professionals who may already be involved in supporting the needs of the child to develop individual approaches to settling in and adjusting hours of attendance. It is hugely important to ensure this process is successful and appropriate, as it can influence future separation and transition processes. We ask parents to work with us and will share recommendations with them based upon our detailed knowledge and understanding of early years.

This may mean children access a reduced numbers of hours as they build their own capacity and resilience to manage in a busy social setting and in some instances, this may be for a sustained period. This approach is based upon 'getting it right for the child' as they indicate through their behaviours what is manageable for them. In certain circumstances a longer induction period or reduced hours may be agreed to best support the needs of the child, this becomes a Personal Support Plan (PSP) and is written in communication with parents. In this instance, school will work with the family to find out as much as possible about each individual child and plan a graduated approach, this will be based on the child and their needs.

Parents are advised that if they know their child may have complex requirements, this is discussed as early as possible, even if this is several months before the child is due to start. Should a child require an additional member of staff to support a complex need, the recruitment process takes a minimum of 8 weeks, so it is important that parents make contact as soon as is possible.

Identification and Assessment

At the Nursery Schools all children are assessed as part of their daily access to the EYFS via an observing to understand approach. All children develop differently and the curriculum is differentiated to meet the needs of most children. The SENDCo will regularly attend meetings with the keyworkers to establish any concerns they have with a child's ability to access the differentiated curriculum and environment offered or concerns with a child's progress. Issues raised would be in particular around social development, communication, learning, sensory needs and behaviour.

A discussion with parents then takes place at the earliest opportunity. Further time for monitoring of the child (if appropriate supported by the SENDCo) will then be undertaken, again using an observing to understand approach. Additional assessments such as a Teaching Talking profile, interaction screen, or WellComm tool, may be undertaken to clearly identify needs.

A discussion with the child's parents/carers will take place to look at progress, the child's strengths and consider the need for additional intervention. Parents will be informed their child's name will be entered on the SEN

register. This register is confidential, with access only by staff in the setting working directly with the child, the Local Authority in ensuring that the needs of children are tracked effectively and reviewed by Ofsted in the monitoring of school practice.

Levels of SEND Support

The schools operate a graduated and needs-led approach consistent with current legislation and anticipated national reforms.

➤ Universal Provision

All children access high-quality early years education, carefully planned environments, skilled adult interaction and an inclusive curriculum designed to meet a wide range of developmental needs.

➤ Targeted Support

Children requiring additional assistance may receive targeted intervention, adaptation or small-group support aimed at addressing identified barriers to participation, learning or development.

➤ Targeted Plus Support

Where needs are more complex or persistent, specialist advice may be sought and more personalised support implemented. This may include involvement from Speech and Language Therapy, Early Years Inclusion Services, Occupational Therapy or other relevant professionals.

➤ Specialist Support

Children with the most significant and complex needs may require highly individualised provision, specialist equipment, multi-agency planning or an Education, Health and Care Plan (EHCP).

Provision is reviewed regularly through the Assess, Plan, Do, Review cycle in partnership with parents and professionals.

Graduated Approach using evidence-based interventions

If there is a concern about any aspect of a child's development, including their emotional health and well-being, the SENDCo will observe the child in school, using the 'observing to understand approach'. Once a child's individual needs have been identified and discussed with parents, the school will seek to put support in place to develop specific skills and address the needs of the child by removing barriers to learning. Parents will also be asked to agree an action to support progress, so that approaches at home and school are co-ordinated for greatest impact. This will be recorded on a clear plan that is shared with parents and regularly reviewed, known as an Individual Support Plan (ISP).

If the child continues to struggle with accessing their environment or curriculum and progress to a specific target set in an Individual Support Plan and their response is inconsistent, then an additional referral to outside agencies may be appropriate. For the majority of children this will be referral to Warwickshire's EYIS 0-5 team or to the Speech and Language service, this could also include physiotherapy or occupational therapy. For children with children who may present with neurodevelopmental differences or whose learning profile may indicate

autism or other forms of neurodivergence, this referral will include a direct referral to the Warwickshire Pre-School Autism Service (WPAS)

Involving Specialists

The school will work with parents to involve specialists, so that advice may be gained in how best to continue to support needs and to gain advice on successful interventions and evidence-based programs.

Some children may have the support of an outside agency and not need to be identified as having SEN. Where the child's needs can be met within usual differentiated provision and curriculum progress is good, then there is no need for the child to be identified as having SEN. This might include for example children who access physiotherapy, and with orthotics are able to access all equipment, or children who have a speech production delay but where their access to the social and learning opportunities in the school are well managed with usual provision.

Education, Health and Care Plans (EHCPs):

For a few children there may be further referral to the Local Authority. This is for children with high level needs which will be ongoing. For the majority of children, they will have been through the above graduated response for some time before this and their needs will be well identified. There may be some circumstances in which the child is known for a relatively short period of time and has not been through the above graduated process when the school decides that it is necessary to begin the EHCP process, this may be because the child has missed a block of time in which assessment would have been taking place due to ill health and so this has not been possible but to delay application would delay the plan being in place before the transition to primary school.

To begin to prepare for an EHCP the School will seek to link with other professionals who may be supporting or assessing the needs of the child. A meeting with the child's parent(s) and the professionals will be arranged so that everyone is clear on how to proceed should an EHCP be required. Paperwork to apply for an EHCP is detailed and it is important that records are up to date and support and impact is specific. Generally, where needs are known, the school will seek to initiate an application for an EHCP in the Autumn term. It is important that the needs of the child are known and clearly considered and identified and there may be occasions when the evidence gathering and linking of professionals continues into the Spring term before the application can be made.

Working With Parents

All parents are welcomed into Kenilworth or Whitnash Nursery Schools and we aim to work in partnership to meet the needs of their children. Parents are made aware who the SENDCo is and how SEN children are provided for in the school through newsletters, induction sessions, and parent consultation events.

Parents are invited to meet the SENDCo at any point they have a concern with their child's progress or access to the curriculum.

For some parents of children with a variety of complex needs, this will require several meetings before the child begins in nursery. This will be to ensure that training, equipment, resources and possibly risk assessments, handling plans or Health Care Plans are included in the individual plan (ISP).

Parents are asked to contribute to their child's ISP, in setting targets and reviewing progress. Sometimes they will be asked to support referrals, to Speech and Language Therapy or EYIS for example. No referrals will be made or discussions had with outside professionals without parental agreement, except where there is a risk to the safety of the child.

All parents have access to the SEN Policy and information on Inclusion and Special Needs, which outlines help available at the Nursery School. All parents are made aware of Warwickshire Parent Partnership Services.

The Role of the Special Needs Co-ordinator

The Special Needs Co-ordinator is at present – Donna O'Brien at KNS who will complete her NPQSENDCo qualification in 2026/27 and Laura McCarthy at WNS, who has completed her NPQSENDCo qualification.

It is the responsibility of the SENDCO to:

- Establish a SEN register and keep it up-to-date.
- Lead on inclusion within the setting, coordinating the dissemination of SEN training as appropriate
- Promote effective relationships with all parents, especially those of children with SEN/D.
- To report to Governors on the day-to-day management of the policy and provision, particularly for those children with SEN/D
- Support staff in the planning, monitoring and reviewing of inclusive provision across the setting
- Support staff in identification, planning, monitoring and reviewing the needs of individual children with additional needs
- To manage the work of staff where time is designated to meeting the needs of those children identified with SEN or additional needs.
- Liaise with other professionals/agencies.
- Ensure parents/carers are aware of Parent-Partnership provision.
- To ensure where possible any significant training, adaptations, risk assessments and planning is in place before the start date for children with high level complex need.

In order to fulfil this responsibility - and to provide the most effective support - the SENDCo will seek to undertake the following for all children on the SEN register.

- Collect and collate all known information about the child, ensuring it is kept securely.
- To write ISPs in collaboration with parents, staff and other professionals.
- Complete chronologies of interventions and discussion and referrals so we may document the process of support.

- Manage the work of staff designated to implement specific targets for children identified
- Liaise with outside agencies i.e. Health/Social Services if involved and collect any relevant information.
- Set up and coordinate monitoring and review procedures in accordance with the Code of Practice recommendations – approximately every half term.
- Liaise with outside support agencies seeking appropriate advice and guidance to support parents/carers and colleagues on such matters as risk assessments, health care plans, manual handling training, specific interventions

The SENDCo will ensure that SEND provision remains aligned with evolving national expectations, including National Inclusion Standards, digital planning systems and future reforms introduced through national SEND policy.

The SENDCo will oversee the quality assurance of Individual Support Plans and ensure effective monitoring of children's outcomes across all levels of SEND support.

Inclusion Standards

Kenilworth Nursery School and Whitnash Nursery School believe that inclusion is everyone's responsibility.

The schools seek to:

- create environments in which all children feel welcomed, valued and represented
- remove barriers to participation and learning wherever possible
- make reasonable adjustments that support access and engagement
- promote positive attitudes towards difference, diversity and neurodiversity
- develop staff expertise through continuous professional development
- work proactively with families and professionals to support successful outcomes

The schools will continue to review practice against emerging National Inclusion Standards and Warwickshire Local Authority guidance.

Additional Resources Provided

The staff will encourage children identified as needing additional support to make the best possible progress by:

- Providing additional support from adults when needed. This may take the form of transactional or intensive support.
- Adapting activities or environments where appropriate.
- Providing appropriate blended learning or distance learning experiences where necessary

In line with the requirements of the disability sections of the Equality Act 2010, the school will seek to put in place any facilities or adaptations necessary as soon as funding is available.

- Supporting children who need help with communication, language and literacy skills by using:
 - Alternative and augmentative communication eg. Signs and symbols through Inprint or Wigit.
 - Using visual and written materials in different formats e.g. large print, taped materials, ICT.
 - Using materials and resources that children can access through sight, touch, sound and smell.
- Supporting children who may need help with regulating their emotions and behaviour by:
 - Encouraging and promoting positive behaviour.
 - Putting a behaviour plan into place, agreed with parents
 - Supporting families in accessing support outside school resources if appropriate
 - Make assessments, record progress and development in line with EYFS curriculum alongside any Individual Support Plan. If the child is on the SEN register, use the SEN Code of Practice in consultation with parents.
- Supporting children with sensory or physical needs to access and participate by:
 - Completing an individual environmental audit to ensure awareness of needs
 - Making adaptations to existing provisions as necessary as soon as funding is available
 - To acquire specialist equipment as appropriate as soon as funding is available e.g. specialist seating

When necessary, the school may employ additional staff with designated time to work with children in the identification, assessment and intervention of SEN/D. These staff are managed and supported by the SENDCo. This staffing is however subject to funding constraints and cannot be guaranteed to be available.

It is hoped that for children with a high level of need, adaptations would be discussed before placement begins. In certain circumstances, a child's start date may be delayed until the appropriate training, risk assessments, plans and equipment are in place. The only reason delay would occur is if there is a risk to health and safety; the health and safety of the child and staff are paramount. This may occur because the level of the child's need requires a ratio of adult support that needs to be organised with funding applied for.

Links with other Settings

Children will receive a visit from staff at home before starting at the Nursery. This allows staff to make initial contact, build relationships with parents and also to note any special educational needs that have already been identified. In some circumstance an Early Support meeting may have already been arranged and taken place, the home visit will still take place.

Joint placements are sometimes organised between Private Nursery provision and the Nursery Schools. This may be to allow a child to experience mainstream provision, prior to transferring to full time mainstream nursery or school age provision or it may be to allow the child to develop social interaction with their local community peers. Children accessing a dual placement are welcomed and where possible joint ISP reviews, assessment and planning will be encouraged. If dual placement occurs, the school setting will take the lead in the preparation of paperwork and organisation of meetings as expert advisors. In these instances, the school setting takes the lead in determining targets and Kenilworth or Whitnash Nursery School interprets this for our school.

Parents, for many reasons may choose to access more than one nursery. Where possible links will be made, particularly for those children identified with SEN to ensure effective assessment, target setting and review.

On transfer to Primary Schools, the Nursery Schools send transfer information to receiving schools with Parents permission. Details of any SEN records are included and the nursery welcomes the opportunity to discuss SEN needs with staff of receiving schools through visits to the nursery or through liaison visits by nursery staff at the start of the Autumn term. The child's keyworker, with support from the SENDCo will coordinate this liaison. It is usual practice that a transition meeting is arranged by the school to support the receiving Primary School with Parent's permission and that all professionals involved with the child attend the meeting to share a current and accurate pictures of strengths and needs.

Links with other Support Agencies

The Speech and Language Support Service visit the school regularly. In Nurture Nursery and Main Nursery, we observe children in the Autumn term as they settle in to help us to identify any communication concerns at the earliest point. In liaison with parents, we then make a referral for assessment and possible support. A therapist may then visit to provide input for regular sessions throughout the year, or may offer access to a local phonology group, reports are sent to the Nursery, as well as to parents, to ensure we are supporting in the most appropriate ways for each child with identified needs.

An Early Years Inclusion Service (EYIS) O-5 teacher is allocated to the school. This specialist teacher can be contacted for advice and support for children who require additional support. To involve a specialist teacher, the school must make a referral that outlines the areas of support needed, which parents must give permission for.

The school also has informal links with local health visitors who are able to offer information and advice about a range of issues. No outside agency is consulted without prior parental consent.

Monitoring and Evaluation

The SEN policy is monitored and evaluated by the designated member of the governing body.

The designated member of the governing body is Nicola Morgan.

The designated member of the governing body liaises with the school each term to discuss the arrangements for SEN children with the SENDCO. The learning environment and the curriculum are also monitored for evidence of inclusion, accessibility and meeting the needs of children on the SEN register through the termly visit. This is then reported back at the next full governors meeting.

The SEN governor, along with the Health & Safety governor, will be supporting the Headteacher with any necessary planning for ensuring that the school is accessible to all and meets the requirements of the Equality Act 2010.

Training needs will be identified in three ways:

- the school self-evaluation framework (SEF)
- individual CPD requests
- performance management targets
- meeting the needs of individual children. This may include meeting health and care needs, requiring the training by Health staff in, for example, managing a gastrostomy feed, suctioning or by an IDS MH trainer in manual handling.

Digital SEND Records

The schools maintain secure SEND records in accordance with Data Protection legislation and Warwickshire procedures.

Where appropriate, records, support plans, assessments and reviews will be maintained electronically to facilitate effective collaboration with families, schools, health services and local authority partners. The schools will adapt systems as required to meet future national expectations regarding digital Individual Support Plans and SEND information management.

The school is committed to inclusion for all children and this policy will be reviewed annually. It will be updated whenever national legislation, the SEND Code of Practice, National Inclusion Standards, Warwickshire Local Authority guidance or government SEND reforms require amendment. The Governing Board and senior leaders will ensure that SEND provision remains responsive, evidence-informed and centred on the needs, strengths and aspirations of every child and family.

Any issues with Policy, practice or provision should first be discussed with the SENDCo/ Lead Teacher/Head Teacher. Further advice can be found in the Complaints Policy.