



Special Educational Needs & Disability (SEND) Policy

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Responsibility for Policy:	FGB
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For the purpose of this policy Guildford Nursery School will be referred to as GNS. When we say “parent” we mean “parents and carers”.

Introduction

At GNS, we recognise that every child brings unique strengths, perspectives, and ways of engaging with the world. We are committed to creating an inclusive environment where all children, including those with disabilities and/or special educational needs (SEND) are valued, supported, and empowered to thrive. We believe that early education should nurture each child’s identity, autonomy, and wellbeing, and that neurodivergent and disabled children enrich our learning community.

Aims

We provide inclusive, strengths-based teaching that supports all children to make meaningful progress. Every member of staff is responsible for creating a safe, responsive, and affirming environment for every child. We make reasonable adjustments to teaching, the curriculum, and the nursery environment to ensure that neurodivergent children are fully included in all aspects of nursery life. Our approach is relational, respectful, and developmentally informed, recognising that behaviour is communication and that emotional regulation is guided through relationships.

Objectives

1. To identify children with special educational needs and disability (SEND) and support them at the earliest opportunity.
2. To plan, assess and review as appropriate, so that realistic and challenging targets are set.
3. To involve parents of children with SEND and work in partnership to ensure appropriate provision, involving outside agencies and other professionals when needed.
4. To work within the guidance provided in the SEND Code of Practice (January 2015).
5. To provide a Special Educational Needs & Disabilities Coordinator (SENCO) to ensure all points in this policy are upheld.
6. To provide regular training and development for all staff working with children who have SEND.

Legislation and guidance

This policy and information report 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 children with SEND.

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report.

The [Equality Act 2010](#) (section 20), which sets out schools' duties to make reasonable adjustments for children with disabilities

The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out schools' 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.

Definitions

Special Educational Needs (SEND)

A child is recognised as having SEND when they require educational provision that is additional to or different from what is typically provided for children of the same age. This may be due to differences in learning, communication, sensory processing, emotional regulation, or physical access. A medical diagnosis is not required for a child to receive SEND support.

Special Educational Provision

This refers to personalised educational approaches, adaptations, and supports that enable a child to access learning in a way that respects their individual strengths, and needs. It may include changes to the environment, curriculum, communication methods, or relational support.

Disability

A child is considered to have a disability if they have a physical, sensory, cognitive, or mental difference that has a substantial and long-term impact on their ability to participate in everyday activities. At GNS, we recognise that disability is shaped by barriers in the environment, not by the child's identity. We are committed to making reasonable adjustments to ensure that all children are included, respected, and supported to thrive.

The 4 areas of need

Children's needs are recognised across four broad areas, which may overlap and evolve over time. These categories help guide personalised support.

AREA OF NEED	
Communication and interaction	<p>Children may communicate in diverse ways, including speaking, non-speaking, visual, or physical communication. Some children may need support to understand language, express themselves, or navigate social communication. Neurodivergent children may experience differences in their communication and interaction.</p> <p>We value all forms of communication and ensure to create environments where every child's voice is heard and respected.</p>

AREA OF NEED	
Cognition and learning	<p>Children learn at different paces and in different ways.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning differences, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning differences • Severe learning differences • Profound and multiple learning differences, which is where children are likely to have severe and complex learning differences as well as a physical disability or sensory differences. • We focus on children's strengths, interests, and preferred learning styles, and provide flexible teaching that supports each child's progress.
Social, emotional and mental health	<p>Children may experience emotional regulation challenges and social differences.</p> <p>These may be linked to:</p> <ul style="list-style-type: none"> • neurodivergence (such as autism, ADHD, dyslexia) • life experiences • relational factors <p>We use emotion coaching, co-regulation, and relational strategies to support wellbeing. Behaviour is understood as communication, and we respond with empathy, not judgement, to help children feel safe, connected, and understood.</p>
Sensory and/or physical	<p>Children may have sensory processing differences or physical needs that affect how they access learning and participate in daily activities.</p> <p>This includes children with:</p> <ul style="list-style-type: none"> • vision or hearing differences • physical differences • sensory sensitivities. <p>We make reasonable adjustments and provide supportive environments that honour each child's sensory profile and physical needs, ensuring full inclusion and participation.</p>

Key Roles and Responsibilities

The **SENCO** is Tess Dean

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The SENCO will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in GNS.
- Work with any parents whose child may have SEND and then liaise with them about the child's needs and any provision made.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children with SEND receive appropriate support and high-quality teaching.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual children with SEND, including those who have Education, Health and Care plans (EHCP).
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual children.
- Advise on the deployment of GNS's delegated budget and other resources to meet children's needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services, and work with external agencies to ensure that appropriate provision is provided.
- Work with the headteacher and governing body to ensure that GNS meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure GNS keeps the records of all children with SEND up to date.
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into GNS's plan for continuous professional development.
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support GNS offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- Prepare and review information for inclusion in GNS's SEND information report and any updates to this policy.
- With the headteacher and teaching staff, identify any patterns in GNS's identification of SEND, both within GNS and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.
- Liaise with potential next providers of education to ensure children and their parents are informed about options and a smooth transition is planned.
- When a child moves to a different school or setting: Make sure that all relevant information about the child's SEND and the provision for them are sent to the appropriate authority, school or setting in a timely manner.

The SEND governor is Lesley-Ann Hyde.

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings.
- Monitor the quality and effectiveness of SEND and disability provision within GNS and update the governing body on this.
- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in GNS.

The Headteacher is Sally Cave.

The Headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in GNS.
- Work with the SENCO and governors to make sure that GNS meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision and progress of children with SEND and/or a disability.
- Have responsibility for monitoring GNS's notional SEND budget and any additional funding allocated by the LA to support individual children.
- Make sure that the SENCO has enough time to carry out their duties.
- Have an overview of the needs of the current cohort of children on the SEND register.
- Advise the LA when a child needs an EHC needs assessment, or when an EHC plan needs an early review.
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into GNS's plan for continuous professional development.
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support GNS offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- With the SENCO and teaching staff, identify any patterns in GNS's identification of SEND, both within GNS and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

Teachers

Each teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet children's needs through a graduated approach.
- The progress and development of every child in their class.
- Working closely with any support staff or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each child's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy and the SEND information report.
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the child and GNS
 - Listen to the parents' concerns and agree their aspirations for the child.

Parents

Parents should inform GNS if they have any concerns about their child's progress or development.

Parents of a child on the Support Needs List will always be given the opportunity to provide information and express their views about the child's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child.

- Asked to provide information about the impact of SEND support outside GNS and any changes in the child's needs.
- Given the opportunity to share their concerns and, with GNS staff, agree their aspirations for the child.
- Given an annual report on the child's progress.

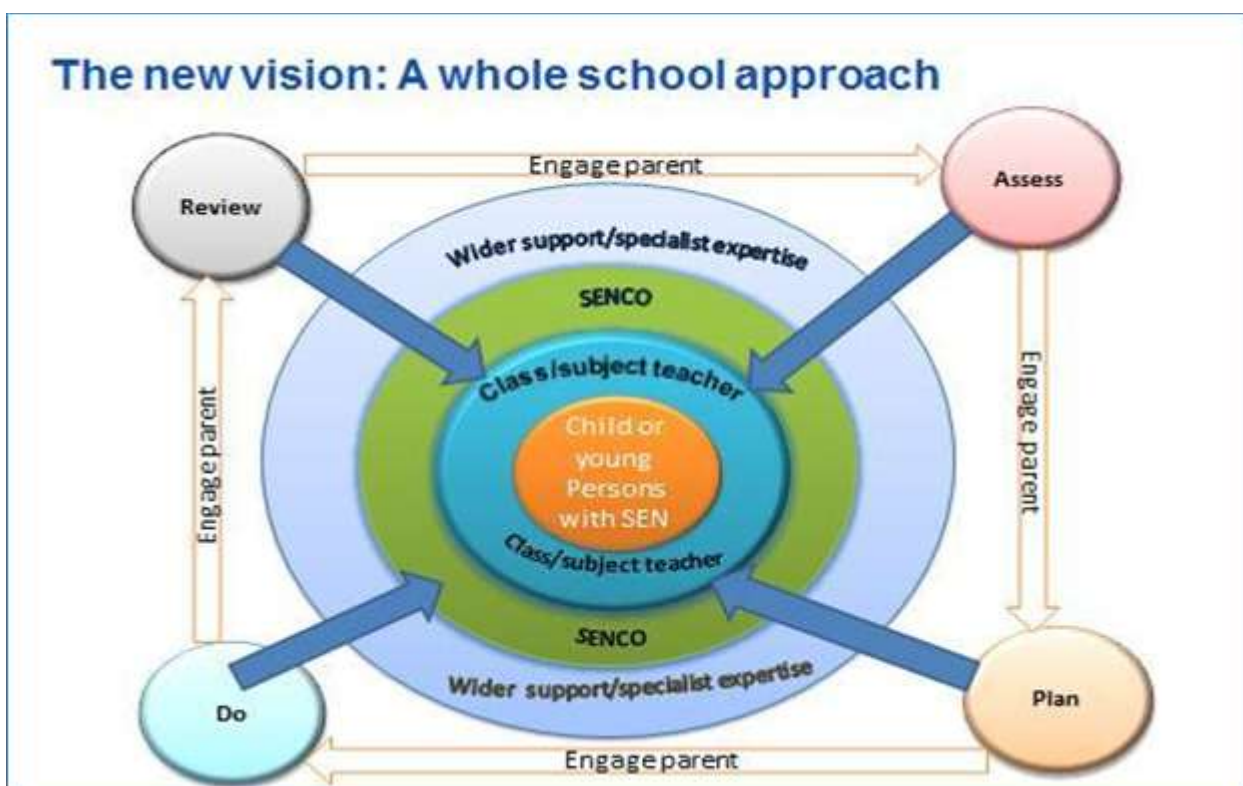
GNS will take into account the views of the parent in any decisions made about the child.

SEND information report

GNS publishes a SEND information report on its website, which sets out how this policy is implemented in GNS.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

A Graduated Approach to SEND Support



High quality teaching, adapted for individual children, is the first step in responding to children who have, or may have, SEND. All teachers and Early Years Educators provide adapted expectations for all children and good quality personalised teaching. We recognise that additional guidance and support cannot compensate for a lack of good quality teaching. High quality teaching which is provided for all children at GNS is detailed in the SEND Information Report.

Assess

The child's Key Person will carry out formal and informal assessments regularly and where there is little or no improvement in the child's progress, advice will be sought from the SENCO and discussions held with the parents. All children are assessed every term using the GNS Developmental Milestones document.

More specialised assessment may be used in liaison with the SENCO (e.g. Early Language Child Monitoring Tool, DFE SEND Assessment). When a child continues to experience differences, this is shared with the SENCO and a discussion held with parents to analyse the child's needs and devise an action plan. If appropriate, permission is sought to refer to an outside professional for further advice.

Plan

Where SEND Support is required, the Key Person and SENCO with the parents will put together an **Individual Support Plan (ISP)** outlining the adjustments, interventions and support which will be put in place for the child as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the child will be shared with parents using child friendly language when appropriate. All staff who work with the child will be made aware of the ISP.

Parents will be asked to share in the monitoring of progress through any home learning. At the first stage of **SEND support**, the child's needs are categorised as **Setting Support**. When outside professionals are involved with a child, their needs are categorised as **Specialist Support**.

Do

The child's Key Person remains responsible for working with the child on a daily basis and overseeing the implementation of the agreed targets by all staff as part of SEND support. The SENCO will support the Key Person in continued assessment and review of the child's responses and advise on further support as necessary. The SENCO and Key Person will liaise with the parents regularly to ensure that all decisions relating to their child are made together.

Review

Effectiveness of support and impact on the child's progress is reviewed in line with an agreed date – usually half a term or a term after setting the targets. Parents will be encouraged to participate in this review and decisions made in partnership about how to move forward with support for the child. If a child continues to make less than expected progress, staff will consider involving appropriate specialist support from outside professionals. This will be fully discussed with parents and the decision made in partnership.

The SENCO will support the Key Person in continued assessment and review of the child's responses and advise on further support as necessary, liaising with outside professionals where needed.

The SENCO will coordinate and lead individual Key People to follow the graduated response to ensure the impact and effectiveness of SEND support on the child's progress. Where, despite 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 which may lead to the local authority issuing an **Education, Health and Care Plan (EHCP)**. Where a child has an EHCP or Statement of SEND, it must be reviewed by the local authority at least every 12 months, for a child under 5 years, this will be done initially within the first 6 months.

Managing the needs of children on the Support Needs List

Children who are receiving SEND support will be monitored at least every 3 months. They will be categorised according to the level of support they are receiving (Setting Support, Specialist Support, EHCP) and entered onto the Support Needs List. Parents will be consulted when it is felt necessary to place a child on the Support Needs List and fully included in the planning and reviewing process. After a review, if it is felt the child has made significant progress, an agreement will be made to remove their name from the list and to scale back the level of SEND support.

Monitoring and evaluation of SEND

The SEND Governor will offer support and challenge to the SENCO through at least annual discussion/meetings and visits to discuss strategic changes and developments. The Senior Leadership Team (SLT) and governors review SEND funding and budget at least every 12 months. The SENCO reports to the headteacher to discuss progress, developments and challenges which the headteacher will discuss at SLT meetings as necessary.

The SLT review the Development Plan every year, in consultation with all staff and consider SEND provision as part of this process.

GNS carries out an annual parent survey and acts on feedback to ensure continuous improvement.

OFSTED assess SEND provision as part of their inspection process, usually every 4 years. The most recent Nursery School (Section 5) Inspection report can be found via our website:
<https://guildfordnscs.surrey.sch.uk/information/statutory-information/>.

Storing and Managing Information

All documentation relating to children on the SEND Register is stored securely and is accessible only to staff through GNS's IT system. All hard copies of reports and assessments are secured in a locked filing cabinet in staff-only areas. Key documents relating to children who have received SEND support whilst at GNS are kept in a locked 'Archive' area at our Hazel Avenue site until the child turns 25 years of age. Any documents not needed for archive are shredded.

Comments, compliments and complaints

A parent who wishes to discuss their child's needs and how these are being met may consult the Key Person, class teacher, SENCO and the Headteacher.

If necessary parents may follow our complaints procedure which is available on our website and at reception.

If a parent is not satisfied with the outcome of a formal request to the Local Authority to carry out Education, Health & Care assessment they may appeal to a SEND tribunal.

Support is available from:

Surrey Parent Partnership <http://www.surreyparentpartnership.org.uk/>

Early Support Service <http://new.surreycc.gov.uk/earlysupport>

Links with other policies and documents

This policy links to our policies on:

- Medical needs policy
- Promoting positive behaviour policy
- Safeguarding and child protection policy