**Fairfield Nursery School**
**Special Educational Needs Policy**
**September 2026**

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| **Head Teacher** | Heather Fleming |
| **Special Educational Needs Coordinator** | Steven Hodson |
| **Governor with SEND responsibility** | Diane Fielding (chair) |

## Definition of Special Educational Needs

"Children have a Special Educational Need if they have a learning difficulty which calls for Special Educational provision to be made for them".

As defined by the code of Practice 2014 for those who have Special Educational Needs and disabled children.

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

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

## Relevant Legislation

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools( DfE, Feb 2013)
- SEND Code of Practice 0 – 25 (DfE, Jan 2015)
- Schools SEN Information Report Regulations (DfE, 2014)(see www.SENDgateway.org.uk Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)
- Early Years Guide to the 0-25 SEND Code of Practice (DfE, 2014).
- Statutory Guidance EYFS 1st September 2021.
- Teachers Standards 2012
- Statutory Guidance on supporting children at school with medical

conditions April 2014
- School Medication policy.
- School Safeguarding Policy.
- School Access Plan.
- School local offer.
- School Admission policy.

The Department for Education has published a Guide for Parents on the SEND Code of Practice which can be accessed at:

https://www.gov.uk/government/publications/send-guide-for-parents-and-carers

**Statement of Intent**

Governors and Staff at Fairfield are committed to meeting the needs of all children. This includes children with special educational needs (SEND), whether or not they have an Education, Health and Care Plan (EHCP). The Lancashire maintained nursery school admission criteria is always followed. This gives priority to children who have Special Educational Needs or a disability. Induction processes for children entail home visits, where pen portraits are undertaken, and a minimum of one week for parents to visit the nursery with their child. This is a vital process to reduce the trauma of separation and ensure needs are identified. Where appropriate, other professionals will be consulted or asked to provide training prior to the child entering nursery.
Fairfield Nursery School will:

- Identify and provide for children who have special educational needs and or disability
- Work within the guidance provided in the SEND Code of Practice (2015)
- Ensure provision mapping to support children and practice in the school
- Provide support and advice for all staff working with children who have a special educational need or disability
- Involve parents/carers within the graduated approach
- Engage with other professional agencies

**High Aspirations and Expectations**

Fairfield believes that all children are entitled to an education that enables them to achieve their full potential and meet our Image of the Child.
School staff have worked collaboratively on Making Children Visible. The following statements describe how we would like to see children and what we see as being most important for our young learners.

**A Communicator**
A child that is able to express themselves effectively in their own unique way, showing awareness of others.

**Reflective**
A reflective child is one that has an awareness of self, is thoughtful and considerate. They are motivated to try again, find out more, and review their work and test ideas.

**An Explorer**
A child, who is curious, fascinated and inspired by the world around them. They take risks and can be independent in their explorations.

**Creative**
A child that embraces learning in a creative and imaginative way. They try different methods to problem solving using remarkable and interesting approaches.

**Resilient**
A resilient child is confident. They are secure emotionally and in their environment. They are able to learn by trial and error and bounce back when they are confronted with difficult situations.

**Identifying Children who have SEND**

Early identification of needs is important in order to ensure that children do not fall behind or lose their self-esteem. Many children experience difficulties at different times in their lives and it is important that any difficulties are identified and supported in the best possible way. There are four broad categories of need. The purpose of identifying which category applies to a child is to work out what action the school needs to take, not to label the child or fit them into a category. The school always considers the needs of the whole child, particularly the Characteristics of Effective Learning as detailed in the EYFS.

**Categories of need:**

**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, through to 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.

**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. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

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 language, communication and imagination, which can impact on how they relate to others.

**Physical sensory**
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. These difficulties can be age related and may fluctuate over time. 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 habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

**Social, Mental and Emotional 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. These behaviours may reflect underlying mental health difficulties or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

**Working to identify those who have SEND**

When a child needs individual provision above and beyond other children then they are placed on the schools SEND register. The school uses self-evaluation inquiry processes to create a provision map. This details adjustments we make to meet the needs of all children.

- The school strives to work in partnership with parents, with home visit feedback as a starting point for this. Parents will always be engaged in making decisions about the need to make special educational provision for their child.
- If there are immediate concerns about a child's learning and development, these will be acted upon straight away and further support requested from relevant agencies and professionals, through working closely with parents.
- Where a child's baseline is cause for concern, these children will be closely monitored and their learning, development and progress reviewed more frequently; to establish what appropriate next steps may be needed.
- The school actively involves parents in summative assessments of their child through the 'Making Children's Learning Visible' approach. This is at three points in the academic year.
- Summative assessments are made using the school curriculum and the Early Years Assessment Tracking and target Setting tool (ATTS) (as advised by the Early Years Inclusion Team of Lancashire).
- Children are carefully observed and their progress is tracked, monitored and evaluated in discussion with parents.
- Key workers listen carefully to children's parents/carers, particularly when a parent or carer is expressing concerns about their child's development.
- All staff have a responsibility to listen carefully to children's voices and to regularly observe children.
- Key workers should always report their own concerns or those expressed by parents or children to the SENCO and or Head.
- Achievement is monitored as an ongoing process and regular discussion take place about children. The children are tracked through their speech, language and understanding using WellComm assessments at the beginning and end of the year, unless further concerns arise.
- If key workers and the teacher are still concerned regarding an individual child's learning and development, evidence from learning review plans are shared with the SENCO, further support is then planned.
- The SENCO discusses all concerns at vulnerable children meetings and with the linked Nursery Nurse from the Health Visiting team.

- When agreed appropriate, a SEND chronology will be started using school's CPOMs system to record actions to date, including date of home visit to child.
- Where a child is attaining significantly below the Early Outcomes phase typical for their age and progress is slow, a discussion with key worker, teacher, parents and SENCO should be arranged. This is in line with the ATTS tool.
- When a review of progress shows that targets planned are similar to those of their peers, following discussion with all those involved, the child's name may be removed from the SEND register.
- Where the requirement for specialist services (Specialist Teacher Service) is identified the SENCO will follow the current guidance and complete the required paper work to make the necessary referrals.
- Children's progress, their special educational need and/or physical disability, and the ability of the school to meet their rights will be reviewed through monitoring children's targeted learning plans, either four weekly or six weekly.
- If children's progress continues to be delayed significantly then an application for Education Psychologist assessment will be made
- The school follows the Education Psychologist's advice, if no further progress is made an application for an Education, Health and care needs assessment will be made following discussion and agreement with parents and relevant professionals
- Applications for EHCNA's will be timely to ensure children do not fall through the system
- The SENCO will regularly update and report to the head teacher updates and progress regarding the EHCNA's process/progress

The SENCO will work closely with the link inclusion teacher to ensure they follow the correct pathway and refer children to the necessary services and professionals.

**WAVES of the Special Educational Needs:**

| **Wave 1** (Universal Services)<br><br>Whole school approaches/The universal offer to all children |
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| All children have access to a rich and broad curriculum, their progress will be monitored and assessed through the developmental levels of:<br><br>• The schools Curriculum and the different phases across the prime and specific areas of learning<br>• Wellcomm Speech and Language assessments.<br>• Children's Learning Journeys. |

- Leavers theory of Wellbeing and involvement.

Keyworkers meet with parents/carers each term to discuss children's achievements and progress. This is shared through informal coffee meetings at the end of the half term. Images of the child snap shots and project work is shared with parents on a regular basis.

**Wave 2** (catch up)

Additional, targeted support and provision

If a child has been assessed and is working developmentally lower than those of their chronological age or are not making progress then the SENCO will consider moving to Wave 2 of the SEND code of practice.

This means that the SENCO will introduce the following measures to support the child;

- Targeted activities or one to one time in session focusing on the specific needs on the individual child.
- Planned interventions.
- Targeted resources or adjusting the environment if needed.

**Wave 3** (SEN)

Specialist, individual support and provision

Children who have an unmet additional need will be at Wave 3 of the SEND code of practice. At this stage children will be monitored through a Targeted Learning Plan (TLP). Targeted learning plans are written by the child's keyworker with support from the SENCO and Parents. An informal discussion / meeting is held at the beginning of the term to identify the child's targets and again at the end of the half term to evaluate the TLP and decide on possible next steps. If a child meets the targets earlier than this then they are changed at the relevant time. Other professional's reports are used to influence the targets being set.

If it is thought that a child needs additional support beyond a TLP, then with parent's permission the SENCO will follow the process for further support.

**The key responsibilities of the SENCO includes:**

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with the Designated Teacher where a looked after child has SEND
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils needs effectively
- Work closely with the SEND governor and key workers to ensure the nursery's SEND policy is adhered to
- Liaising with parents offering advice and sharing strategies to promote a consistent approach. Complete a Family Assessment if needed
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date
- Co-ordinate induction and transition procedures to ensure all relevant information is shared as appropriate to ensure a smooth transition for children with SEND between settings
- Monitor and evaluate the SEND policy and report to the governing body on it's effectiveness and use of SEND resources
- Complete and update as appropriate, a provision map to inform practitioners, governors and parents of the SEND provision made by the nursery

**Medical Conditions**

The school will follow its 'Administration and Management of Medication Policy'. The school also follows its Equalities policy. Individual care plans are put in place to ensure children are able to access all aspects of the EYFS Aspects of Learning. We use a system called 'Medical tracker' that allows us to document all accidents and incidents in and out of school and create health care plans when appropriate.

**Supporting Children and Families**
Parents are directed to the local authority's local offer www.lancashire.gov.uk/SEND

Fairfield Nursery School has a strong commitment to working in partnership with parents and families. Where a family indicates a need for support (above level one on the continuum of need), a family assessment may be completed or working as part of the Team Around The School to address particular issues. The Child and Family Well Being Service may be used as extra support if the school is not able to meet the families needs.
The school has links with Social Care Team, Health, Speech and Language Therapists, Physiotherapists, Occupational Therapists, Pediatricians, Learner Inclusion and Portage workers. The school also links with the Child Family Well Being Service.

**Safeguarding**

The school is committed to ensure that every child who is registered at our school is safe and protected from harm. This is laid out in our whole school policy for safeguarding and protection. As a staff team and governing body we are aware that additional barriers can exist when recognising and while working with children with SEND. Adults who work with children and additional needs children need to be aware that this could mean they are more vulnerable to abuse and/or less able to speak out if something that is not right according to NCPCC (Miller and Brown 2014 – The right to be safe – protecting disabled children from abuse). Some children may be more vulnerable because they:
Have additional communication needs
They do not understand that what is happening to them is abuse.
Need intimate care or are isolated from others.
Are dependent on adults for care.

Safeguarding is about meeting the needs of all SEND children within the school having a clear focus on children's health, safety and well being including children's mental health.

**Monitoring and evaluating how well children's needs are met**
- Formative assessments are discussed during one to one's with key workers. The key worker under the direction of the SENCO and Headteacher adjusts Teaching and Learning Plans accordingly.
- When there are concerns about the progress and attainment of a particular child this is reported promptly to the SENCO, once the

child is not making progress and differentiated plans have not impacted.
- Progress meeting (TLP reviews) with parents is held each half term in order to agree on summative assessment judgements.
- Review meetings are held each half term for children with special rights.
- The SENCO discusses concerns expressed by TA's during vulnerable children meetings and monitoring of the curriculum.
- The SENCO and headteacher review the effectiveness of the policy in practice annually. As part of this process, parent views are gathered.
- The headteacher reports to governors each term on the number of children at each stage on the Code of Practice, training undertaken and the children's progress. Names are not used.

**Training and resources**

The nursery is organised in family groupings of children ages 2 to 4 years. There are eight key workers, qualified at level 3 or above who work under the direction of a fully qualified teacher. Students are not counted in the staff: pupil ratio.

The SENCO has one half-day per week of release time for dedicated SENCO work.

Specific training is undertaken by staff as required/available in order to meet children's rights. This has included in areas such as Makaton, Understanding Autism, Visual and Hearing Impairment and Specific medical conditions.

Materials and equipment used in nursery are sourced specifically for their open-ended possibilities. The organisation of nursery rooms is adjusted to meet children's learning needs following careful observation of children.

**Roles and responsibilities**

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| SENCO | Heather Fleming<br>Steven Hodson |
| Designated Persons for Safeguarding | Heather Fleming<br>Lyndsey Duckworth<br>Lisa Brown |
| Teacher for Children Looked After | Heather Fleming |
| Teacher responsible for children with medical needs | Lyndsey Duckworth<br>Heather Fleming |
| Equalities Coordinator | Heather Fleming |

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| Financial management | Heather Fleming |

**Storing and managing information**
Children's individual learning journeys are kept in the key areas, always available to parents and children. Electronic images and videos are deleted from the school server when the child leaves the nursery.

Special Educational Needs files for children on the SEND register are stored in the individual document vaults of CPOMS. Any hard copies of information is scanned and placed on CPOMS. The CPOMS system is used to record significant events and chronologies specific to any SEND issues. When a child leaves the nursery, a copy of their file is transferred to the primary School they are to attend, a confirmation of receipt is then added to the child's CPOM's chronology. If the school does not have CPOMS then paper copies are hand delivered and signed for. The school archives files and keeps them for forty-five years.

**Accessibility**
Please refer to the school access plan. This covers physical access and access to the School's curriculum.

**Complaints**
Please refer to the school complaints policy.

The school works hard to meet the needs of all children and parents. Should a parent be unhappy about the rights of their child being met they should initially talk to their key worker and class teacher. If the parent still feels unhappy, they should talk to the headteacher (Sacha Walker-Byrne).

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| SENCO | Heather Fleming<br>Steven Hodson |
| Headteacher | Heather Fleming |
| Date: | September 2026 |
| Review date: | July 2027 |