

# Emneth Nursery School and Day-Care Provision



## SEND and Inclusion

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## **1. Introduction and Statutory Guidance**

This Policy has been developed by the Headteacher, who is the Special Educational Needs Coordinator, Governors and parents of Emneth Nursery School. It complies with our statutory requirement and has been written with reference to the following guidance and documents: Equality Act, SEND Code of Practice 0 – 25 (last updated 2024), the SEN and Disability Regulations (2014), Statutory Guidance on Supporting Pupils at School with Medical Conditions (DfE, June 2014), Accessibility Plan and Teachers Standards.

## **2. Our Inclusive Approach**

Our team is committed to providing a welcoming, stimulating and immersive environment to support the needs and develop the learning of the children and families in the community.

Every child and family in our community is valued and diversity is celebrated. Both schools provide a broad and balanced curriculum which allows everyone to achieve, develop, learn and grow. All areas of school life are inclusive and the teaching is tailored towards individual learning, providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instill life-long learning aspirations for everyone through a range of activities which are fun and enjoyable.

We offer an inclusive curriculum to ensure the best possible progress for all of our children, *whatever* their needs or abilities. This incorporates all children with SEND (Special Educational Needs & Disabilities) as well as those from ethnic groups: travellers and any other diverse cultural groups; LAC (Looked after Children; G & T (Gifted and Talented Children) and those with behavioral needs.

## **3. Children we support**

All teachers are teachers of Special Educational Needs. We recognise that it is the Key Person's responsibility to meet the needs of all the children in the setting.

Inquiries about an individual child's progress should be addressed at first to the Key Person since he or she is the person who knows the child best.

## **4. Roles and Responsibilities**

The person responsible for managing the SEND provision in school is Mrs Claire Hooker who can be contacted on 01945 582401 or by emailing [head@emneth-nur.norfolk.sch.uk](mailto:head@emneth-nur.norfolk.sch.uk). She is a qualified Special Educational Needs Coordinator and holds the National Award for Special Educational

Needs Coordination (NASENCO).

## **5. Categories of Special Educational Needs (SEN)**

There are four broad categories of SEN (Emneth Nursery School supports children in each of these categories of SEN):

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and sensory.

## **6. Working in Partnership with Parents**

We work closely with parents of children with SEND to ensure we consider the Child's own views and aspirations as well as the parents' experience of, and hopes for, their child.

Parents are invited to be involved at every stage of planning and reviewing SEN provision for their child. Each Key Person is expected to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some targeted small group work to develop certain skills with the main emphasis on promoting speech and language. The SENCo supports staff in following recommendations from outside agencies

The Nursery has high expectations of all its children. Children on our SEN register are expected to make progress from their starting points and all progress is celebrated.

## **7. SEND Objectives**

Defining SEN, The 'SEN Code of Practice 2015: 0 to 25 Years' states:

*'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age'.*

Our SEND objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To ensure that every child experiences success in their learning and achieves the highest possible standard.
- To enable all children to participate in Nursery fully and effectively.
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Board of Governors
- To work closely with external support agencies to support the need

- of Individual pupils
- To ensure that staff have access to training and advice to support quality teaching and learning for all pupils of SEND

## **8. Identifying children at SENs (SEN Support)**

Children with SEND are identified by one of the following assessment routes; all of which are part of the overall approach to monitoring progress of all pupils:

## **9. The Graduated Approach**

At Emneth Nursery School, identifying the needs of pupils with SEND as early as possible is paramount. The Code of Practice outlines a 'Graduated approach'. This is a four-part cycle through which provision is revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This approach (completed by using termly reviews and analysing individual data where significant gaps and delays are noted and discussed with their Key Person and plans for appropriate support and intervention are established) is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies. Emneth Nursery follows the Graduated approach and takes action to remove barriers to learning and put effective special educational provision in place. This may also highlight where the support of more specialist expertise is required. During this process parents will be fully informed.

Although the Nursery can identify special educational needs, and make provisions to meet these needs, they do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD, ADHD or some other disability. In consultation with parents and teachers, the SENDCo may apply for additional support from outside agencies: Behaviour Support, Educational Psychologists, Speech & Language Therapy or Health Visitors.

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress. The last stage of the Graduated Approach is: Review. The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed with parents every six months but is continuously reviewed in between. Data analysis, monitoring by observation, discussion with supporting adults including parents, Key Persons and outside agencies as well as pupil voice are all used for monitoring. The Key Person, working with the SENCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

## **10. Moving to an EHCP (Education, Health and Care Plan)**

If progress remains limited despite targeted support, the school or parents may request an EHC needs assessment.

If an EHC plan is issued:

- A multi-agency meeting is held to discuss the child's strengths, aspirations and barriers to learning.
- The Local Authority produces the plan.
- Reviews occur every six months for children under five.
- Funding is not guaranteed and may not cover the full duration of need.

Senior Leaders allocate staff to meet individual needs as effectively as possible.

## **11. Teaching and Learning**

We believe that all children learn best with their friends.

When allocating additional adult support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their targets, but without developing a learned dependence on an adult.

Intervention is planned to target areas that fall below age-related expectations and intervention can be one-to-one or in small groups usually for short, frequent bursts. Planning records priorities for children on the SEND register and captures progress towards their next steps. In addition, children who have outside agencies working alongside them too or that have an EHC Plan will have individual child-centred planning. This records their strengths, successes and what they can do next including the support that we will give to enable them to be successful. We want all children to be successful.

The Nursery is disability friendly. Nursery is on one level, corridors are wide and we have easy access to toilets. We generally find that no additional adaptations to the buildings are necessary for children with physical disabilities. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs.

## **12. Staff Expertise and training**

All of our staff are trained to work with children with SEND. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house, LA (or national) courses, and the provision of books or guidance towards useful websites.

Some staff members have been trained in Autism Awareness. Some of our team have ELKLAN training which helps them to support children with communication difficulties. We also have good links with our local special school who help to keep us up to date with training as well as offer advice.

## **13. Transition Arrangements**

Transition into and within school

We understand how difficult it is for children and parents as they move through Nursery or onto a new School. We will do what we can, according to the individual needs of the child,

to make transitions between classes- including from the nursery- as smooth as possible.

This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the new classroom
- Transition meeting
- Opportunities to take photographs of key people and places in order to make a transition booklet.
- Enhanced transition arrangements are tailored to meet individual needs- slow periods of transition where the child accesses 2 settings to build familiarity.
- Deferred entry into school.

Where possible we try to enable the key person to spend time with the child in their new setting, especially when starting at a new school. However, this cannot always be guaranteed but we endeavor to try.

## **14. Complaints**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

## **15. Norfolk's Local Offer**

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care.

Norfolk's Local Offer is available from the website:

[http://www.norfolk.gov.uk/Childrens\\_services/Special\\_educational\\_needs\\_and\\_disabilities/index.htm](http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_and_disabilities/index.htm)

Reviewed by Melissa Bancroft-Turner Autumn 2025

Next Review Due: Autumn 2026

### Appendix 1 – Table of changes

<b>Date of change</b>	<b>Paragraphs affected</b>	<b>Summary of update</b>
08.10.2025	Paragraph 5	Updated information regarding Claire Hooker holding NASENCo qualification
10.12.2025	Page 1	Added contents page