



## **Bushy Leaze Special Educational Needs Policy (SEND)**

The staff and governors at Bushy Leaze are committed to providing a welcoming, supportive and inclusive environment in which every child can access learning at a level that is right for them. This policy aims to set out how our nursery will support and make provision for children with special educational needs and disabilities (SEND) and explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of practice, Part 3 or the Children and Families Act 2014, The Special Educational Needs and Disabilities Regulations 2014, and The Equality Act 2010 (section 20).

The education Act 1996 states that:

A child has special educational needs if they have a learning difficulty, which requires special educational provision to be made for them.

A child has a learning difficulty if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age;
- b) Has a disability, which either prevents or hinders the child from making use of the educational facilities available

Special educational provision means: *educational provision, which is additional to, or otherwise different from, that made for other children of the child's age.*

Children are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

A child **must not** be regarded as having a learning difficulty solely because the language at home is different from the language in which they will be taught.

We aim to ensure that all children have access to an appropriate and personalised curriculum and make good progress against their starting points, irrespective of their gender, ethnic or social background, or special educational needs. Staff believe that the early identification of SEND and accurate assessment over a period of time, are very important factors in fulfilling this aim.

## **Our aims and objectives**

Bushy Leaze will:

- Ensure children on mainstream placements having special educational needs are quickly identified
- Ensure children on SEND placements are carefully assessed over a period of time by a multi- disciplinary team
- Work in partnership with parents
- Make good use of external advice available to the school
- Maintain careful records of children's needs and progress
- Regularly monitor children to ensure that they are making progress appropriate to their developing abilities and appropriate provision is being made
- Carefully observe children with SEND to ensure that they are accessing all curriculum areas and, where necessary, adult support given to enable this
- Where possible, ascertain the feelings and views of the child and take these into account when provision for SEN is considered
- Establish if SEND funding is spent effectively
- Ensure EHCPs are submitted in a timely manner

## **Roles and responsibilities**

At Bushy Leaze, staff are committed to working with parents and other professionals in assessing and helping children with special educational needs. Speech therapists, physiotherapists and educational psychologists work closely with the centre. Health visitors, social workers and consultant paediatricians liaise with staff about children on their caseloads to build a thorough and joined up profile.

**SEND Co-ordinator will:** Sarah Ameer-Beg

- Work with Senior Leadership Team and SEND governor to determine the strategic develop of the SEND policy and provision in the nursery
- Have day to day responsibility for the operation of the SEND policy and the specific provision made to support individual children with SEND
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the use of the school's delegated budget and other resources to meet the children's needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure children and their parents are informed about options and a smooth transition is planned
- Work with key staff and governing body to ensure the nursery meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all children with SEND up to date

**SEND governor will:**

- Help raise the awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the nursery and update the governing board on this
- Work with the Headteacher and SENDCo to determine the strategic development of the SEND policy

**Headteacher will:**

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the nursery
- Have overall responsibility for the provision and progress of learners with SEND

**Senior Early Years Practitioners / Key person will:**

- Monitor the progress and development of every child within their zone/key group
- Work closely with specialist staff to plan and assess the impact of support and interventions
- Work with the SENDCo to review each child's progress and development and decide on any changes to provision
- Ensure they follow the SEND policy

**Identification and Assessment of SEND**

The Code of Practice recognises the importance of early intervention in the life of children under five years old and of the value of a multi-disciplinary approach. Many children placed at Bushy Leaze are already known to have SEND and are working with other agencies. From time to time, it becomes evident that children on mainstream placements may have SEND needs. Sometimes an external assessment e.g. a speech therapy assessment, a hearing test, or a medical, would benefit the child, the family and the school. In consultation with parents, we will ensure referrals are made as soon as possible. For these children, and for any others who have been identified as needing additional support the 'graduated approach to SEND Support' approach will be followed.

**Our approach to supporting children with SEND**

- High quality, differentiated teaching is our first step in supporting children who have SEND
- The use of one-page profiles to recognise a child's strengths and areas for support
- Staff meet with parents to share their observations and plan next steps for children's learning
- Specific support strategies are put in place, which could include an Individual Education Plan (IEP).
  - An IEP includes a maximum of three targets for staff, parents and therapists to work towards. These targets will be very specific and measurable and will reflect short term, small steps. Targets will be reviewed at least termly, to see if they have been achieved.
- Regular reviews to identify next steps and any additional support needed

- Parents will be involved at every stage when it is decided that a child will receive SEND support.

### **Adaptations to the curriculum**

- We plan an outdoor and indoor environment which is accessible for each child and is responsive to the diversity of individual developmental starting points, and resourced to cover all areas of the EYFS
- We differentiate our curriculum to ensure all children are able to access it in a way that best suits their needs
- Routines are adapted to meet the needs of individual children
- We use visual support such as schedules, communication boards, choice boards and now and next boards
- Makaton is used to support early communication skills
- Access to different zones within the nursery, including break out spaces and sensory rooms, to meet a child's needs at that time

The majority of SEND will be met within our offer at Bushy Leaze. EHC plans are there to support children who have more significant or complex needs.

### **Statutory Assessment**

If concerns remain and a child continues to demonstrate significant learning difficulties, the SENDCo, in consultation with parents, will make a request for an Education, Health and Care (EHC) Plan, to Hampshire County Council. A range of written evidence about the child will be requested to support the application. This will include information from any professionals working with the child and the parents. The purpose of the EHC Plan is to make special educational provision to meet the individual needs of the child and to secure the best possible outcomes for them across education, health and social care.

### **Staff Training**

Across the staff team there is a wealth of experience of working with children with a range of SEND. Our SENDCo is a trained and experienced teacher of children with SEND. Many staff have attended courses relating to various aspects of SEND.

### **Accessibility**

The building is accessible by wheelchair users. There are accessible changing facilities and other specialist equipment is accessed via the therapy service.

### **Medical needs**

Some children attending Bushy Leaze have medical needs and require specific care from adults working with them. We will ensure that staff who have received appropriate training are able to support their medical needs and administer any appropriate medication.

The centre is not able to provide 1:1 support for children except in exceptional cases. Where this may be necessary, additional funding from the LA would need to be agreed.

## **Admissions**

Children with special educational needs are placed at Bushy Leaze by the local authority through consultation with the East Hants pre- school Advisory group for children with SEND. This is a multi-agency forum, which meets termly to discuss the needs of pre-school children known to have SEND. 30 part time SEND Hub places are allocated within the nursery. Children on mainstream places are admitted in accordance with the nursery admissions policy.

## **Transition**

We recognise that transition to school is an important and potentially anxious time for children and their families. At Bushy Leaze, we do all we can to make it as smooth as possible. For children with SEND we talk to the parents about their wishes and the needs of their child moving forwards. If needed, during the summer term we will arrange a meeting with parents, staff, feeder schools and any other professionals to share progress, strategies and support needed to help the transition to school. This may include a person-centred planning (PCP) meeting or transition partnership agreement (TPA). We liaise closely with the receiving school, who are invited to visit Bushy Leaze, meet the child and talk to staff. In some instances, staff from Bush Leaze may also visit the receiving school. We aim to share as much practical information as possible so that the children can continue to be supported by successful strategies in their new school.

## **Support for Parents and Complaints**

Staff are committed to work in partnership with parents. Parents may bring a friend to meetings for support or as an interpreter. Hampshire County Council offer an independent support service (SENDIASS) for parents of children with special educational needs. Staff liaise with parents at all times; however, in the event of parents feeling unhappy about the centre's response to their child's needs the complaints procedure will be followed. Details of our complaints procedure can be found on the website or a copy can be obtained from the school.

## **Monitoring**

This policy will be reviewed by the Headteacher and SENDCo annually. It will also be updated when any new legal requirements or changes in procedure occur during the year.

Next review by Governing Body Autumn 2026

Signed:

*A.R. Davis*

*P. Hissley*

Chair of Governors  
Autumn 2025

Headteacher