

**Chatham Nursery School**  
**SEND Policy 2026-2027**

Special Educational Needs and Disabilities Policy  
Review Date: September 2026 | Next Review: September 2027

**Aims and Vision**

Chatham Nursery School is committed to providing an inclusive, nurturing and ambitious environment in which every child can thrive. We believe all children are entitled to a broad, balanced and relevant curriculum. We work in partnership with families to identify strengths, remove barriers to learning and ensure children with SEND achieve their full potential.

Our aims are to identify needs early, provide high-quality provision, promote independence, support wellbeing, and ensure equality of opportunity.

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**Legislative Framework**

This policy is based on the Children and Families Act 2014, SEND Code of Practice 0-25 years, Equality Act 2010, Keeping Children Safe in Education and Working Together to Safeguard Children. The policy should be read alongside the school Accessibility Plan, Safeguarding Policy, Behaviour Policy, Admission Arrangements and Local Offer.

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**Definition of SEND**

A child has SEND if they have a learning difficulty or disability which calls for special educational provision that is additional to or different from that generally available for children of the same age. The school recognises the four broad areas of need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; and Sensory and/or Physical Needs.

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**Principles of Inclusion**

We value diversity and promote participation for all children. Staff make reasonable adjustments and provide differentiated opportunities through high-quality teaching, adapted environments, visual supports, structured routines and targeted interventions. All children are encouraged to participate in the full life of the nursery.

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## **Roles and Responsibilities**

The Governing Body monitors SEND provision. The Headteacher has overall responsibility for ensuring effective provision. The SENDCo coordinates identification, assessment, provision and liaison with families and external agencies. All practitioners are teachers of children with SEND and are responsible for implementing agreed strategies and monitoring progress.

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**SENDCO: Sara Atkinson**

**SEND Governor: Lucy Kavanagh**

## **Identification and Assessment**

Children are identified through observations, assessments, progress reviews, information from parents, health professionals, previous settings and external agencies. Staff use the graduated approach of Assess, Plan, Do and Review. Concerns are discussed promptly with parents and recorded appropriately.

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## **SEND Support**

Where additional needs are identified, a SEND Support Plan may be developed. Outcomes are agreed collaboratively with families. Provision may include targeted language groups, sensory support, visual communication systems, small-group interventions, environmental adaptations and specialist advice.

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## **Working with Parents and Carers**

Parents and carers are partners in their child's education. The nursery promotes co-production and values family knowledge of their child. Regular meetings are held to review progress, evaluate support and agree next steps.

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## **Education, Health and Care Needs Assessments and Plans**

Where needs are significant and persistent, the school may request an Education, Health and Care Needs Assessment. The nursery contributes evidence, attends meetings and implements provision described in EHCPs. Annual reviews are undertaken in accordance with statutory requirements.

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## **External Agencies**

The nursery works with Educational Psychology, Speech and Language Therapy, Community Paediatrics, Physiotherapy, Occupational Therapy, CAMHS where appropriate, Social Care and Local Authority SEND services. Specialist advice informs provision planning and review.

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### **Safeguarding, Wellbeing and Attendance**

The school recognises that children with SEND may experience additional vulnerabilities. Attendance, wellbeing and safeguarding are considered collectively. Concerns are addressed through multi-agency collaboration, early help processes and safeguarding procedures.

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### **Transition Arrangements**

Transitions into nursery, between classes and on to primary school are carefully planned. Information is shared with receiving settings and enhanced transition arrangements are implemented for children requiring additional support.

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### **Accessibility and Equalities**

The nursery makes reasonable adjustments to ensure access to learning, activities and the physical environment. Accessibility is reviewed regularly and improvements are identified through the Accessibility Plan.

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### **Staff Development**

Staff receive ongoing professional development relating to SEND. Training is informed by pupil need, school priorities and local authority guidance. The SENDCo attends professional networks to maintain current knowledge and practice.

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### **Monitoring and Evaluation**

The effectiveness of SEND provision is evaluated through assessment data, observations, learning walks, parental feedback, intervention reviews, external professional advice and governor monitoring. Findings inform future planning.

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### **Complaints**

Any concerns regarding SEND provision should first be discussed with the child's key person or class teacher, then the SENDCo, Headteacher and finally through the school complaints procedure if necessary.

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**Local Offer**

Information about SEND provision is published through the Liverpool Local Offer and the school website. Families are signposted to local and national support services when required.

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**Policy Review**

This policy will be reviewed annually or sooner if legislation, guidance or local procedures change.