



# **The Lloyd Williamson Nurseries**

## **Special Educational Needs and Disability Policy**

# 2021-2022

Policy last reviewed: 22.1.2021

SENCO: Lucy Meyer

Contact with the SENCO should be made through the nursery office:  
020 7243 3331 or [pgt@lws.org.uk](mailto:pgt@lws.org.uk)

Lucy Meyer can be directly contacted at [lucy@lws.org.uk](mailto:lucy@lws.org.uk)

## Compliance

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

Equality Act 2010: advice for schools DfE (February 2013)

SEND Code of Practice 0 – 25 (2014)

Schools SEN Information Report Regulations (2014)

Statutory Guidance on Supporting Pupils at School with Medical Conditions  
(April  
2014)

Lloyd Williamson Schools Safeguarding Policy 2020/2021

Accessibility Plan

Teachers Standards 2012

KCSIE 2020

## SECTION 1

Lloyd Williamson Nurseries aim to be inclusive and to accommodate a range of children irrespective of ability/disability/gender/sexuality/culture/religion or ethnicity. All children are individuals and have varying needs throughout their time at the nursery.

All staff recognise that every child has gifts, abilities and weaknesses, which need to be adequately addressed by the nursery staff. We believe that “every teacher is a teacher of every child or young person including those with SEN” (Nasen, 2014)

and, in line with the SEND Code of Practice (2014) nursery staff are responsible for the learning and progress of all children. The school's SENCO, in negotiation with parents, pupils and staff will develop strategies to ensure all pupils make progress.

This policy includes children who have significantly greater difficulty in learning than the majority of children of the same age and those with a disability where any special provision needs to be made.

All children must have an equal opportunity to take part in a broad and balanced curriculum and in all activities of the nursery. Where necessary, special arrangements may need to be made for those children with specific needs, e.g. hearing impairment, communication difficulties, physical disabilities. Those who have additional needs will be encouraged to develop their strengths, take responsibility and be helped to become as independent as possible.

## **SECTION 2 – Our Aims and Objectives**

### **Aims**

Lloyd Williamson Nurseries aim to:

- Raise the achievement of all children.
- Promote the self-esteem and motivation of all children.
- Listen to children's views and involve them in planning their nursery activities.
- Work in partnership with parents.

### **Objectives**

The above aims will be realised as follows:

- The nursery curriculum, for those with additional needs, will be fulfilled by breaking down / differentiating work into smaller steps so that the level of the task matches the ability of the child
- All children will have access to a broad and balanced curriculum using appropriate learning objectives from the EYFS
- Specific individual needs will be taken account of at the planning stage
- The SENCo and staff will organise effective use of people, interventions, resources and time to maximise the learning of all children
- The nursery will liaise with other agencies e.g. Specialist Teaching Team, Educational Psychologists, Health and Social Care, Education Welfare

Service and any voluntary organisations to provide more specialist support. (More information below – parents will seek their own funding for additional services).

### **SECTION 3 – Identification of Need**

The needs of all individuals and groups will be met by:

- Setting suitable learning challenges within a broad and balanced curriculum for all children
- Responding to pupils' diverse learning needs as presented in the nursery and the home
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils by supporting them to learn and demonstrate their learning in the most appropriate way for them.

The school will use the graduated response as laid out in the SEND Code of Practice 0 – 25 (2014) as follows:

- Using staff assessments and discussions with parents, the SENCo and nursery staff will meet when necessary to discuss the provision needs of the children – these discussions also take place during staff meetings – there is also an open door policy with the Director (and SENCo) and Nursery Manager.
- Consideration is be given throughout the academic year to the achievement of each pupil, the progress made and the mental and emotional resilience demonstrated by each pupil including the behaviour exhibited in school and reported behaviours from home.
- Where it is identified that specific children are making less than expected progress for their age, the SENCo will consider Targeted Support regardless of whether they are deemed to have SEND.

A child will be deemed to have Special Educational Needs “where their learning difficulty calls for special educational provision, namely provision different from or additional to that normally available to children of the same age.” (SEND Code of Practice 0 – 25, 2014, p94) A child’s Special Educational Need will be identified in discussion with parents.

At Lloyd Williamson Nurseries we will endeavour to identify pupils with SEND at an early stage in their education, although we recognise that some children's needs will only become evident as they develop.

The needs of the whole child will be used to determine additional provision.

We recognise that children may also have a temporary special need such as a broken leg – risk assessments will be carried out and provision adapted as needed.

Where children's needs impair their physical abilities a PEEPS assessment will be conducted and staff trained in evacuation procedures.

We recognise that some pupils' progress and attainment is affected by factors other than a Special Educational Need. For example:

- their attendance and punctuality
- their health and welfare
- having English as an Additional Language (EAL)
- being in receipt of the Pupil Premium Grant
- being a Looked After Child (LAC)
- being a child of a serviceman/woman

Where parents seek admission to the nursery, knowing their child has an identified SEN, the nursery will assess the needs of the child and negotiate with parents to provide additional support, as necessary. Parents should be aware that this may incur additional costs above the standard fees of the nursery.

Where parents seek to place a child with a statement of SEN, they must provide the nursery with a copy of the most recent statement and any relevant reports. The nursery will assess the needs of the child and the provision made in the statement, negotiating additional support, as necessary. Parents must be clear with the nursery about the provision of funding which may either come from the LEA or directly from the parents. Please note that if the parents wish to bring in their own employees to support the child in nursery all necessary recruitment checks and associated costs must be covered by the parents before the staff are able to start at the nursery. The nursery will interview such staff before they agree that they may work in the nursery. Such staff are expected to follow the ethos of the nursery and all the regulations pertaining to the nursery. These support staff must additionally complete all Safeguarding/ Health and Safety etc qualifications and take part in all continual training. The nursery has the right to refuse staff attending the nurseries if they fail to adhere to our rules and ethos.

Prior to offering a place, Lloyd Williamson Nurseries Ltd will invite the child for an informal 'try-out' day and the offer of a place will be dependent upon the nursery being adequately able to meet the needs of the child.

When the nursery identifies special educational needs in a pupil already at the Lloyd Williamson Nurseries, they will invite the parents in to discuss how best to help the child access the curriculum and to meet their needs. The nursery expects the parents to work closely with the SENCo and staff to ensure that we enable the child to gain the best possible help. Parents should be aware that this may incur additional costs above the standard fees of the nursery. Where the school deems it appropriate for the child to be formally assessed parents will be advised to seek a referral from their GP. Parents may also, at their own discretion, seek a private assessment.

With regard to the placement of a child with English as an additional language, the nursery will assess the current level of skill and negotiate the additional support necessary for the child to access the curriculum appropriately and make adequate or good progress at the nursery. This may incur additional costs for language tuition, which can be arranged by the school. The nursery will make ongoing informal assessments of the child's progress in language and reduce the tuition, as appropriate.

#### **SECTION 4 – The Graduated Approach to SEN Support**

Where a child has been identified as have SEND, support will be put into place as follows:

- The key worker will remain responsible and accountable for the progress and development of the pupil. They will continue to provide high quality teaching and learning opportunities that are differentiated to the needs of the individual pupils.
- The key worker and SENCo will meet to discuss the individual needs of the child and to discuss possible strategies and intervention programmes to support the child on a half-termly basis.
- The key worker will meet regularly with the SENCo and Nursery Manager to discuss strategies to be used in school and strategies that could be used at home.
- The SENCo will advise parents, when it is deemed appropriate, to get their child assessed by an external agency and the nursery will read and make use of any reports and deploy appropriate support through intervention programmes or individual support. This will likely incur additional cost to

the parent as advised in the nursery contract. The SENCo will monitor the quality of that provision.

- Regular feedback between the key worker and intervention staff will ensure continuity in learning for the child.
- The SENCo and parents will keep track of records of the progress made through interventions.

Following review meetings between staff and parents, the SENCo will review the impact of interventions and strategies used to date. Where adaptations are required the SENCo and key worker will discuss these and make adjustments to the provision. It may be decided that further investigation is required by the SENCo in identifying specific difficulties whereby assessments will be used.

Where the SENCo and Nursery Manager, in consultation with parents, feel that further advice or input is required, the SENCo will refer the child to an additional external agency .

Parents and the nursery will, as appropriate, apply for an EHCP. The nursery acknowledges that some parents would prefer to have an EHCP whilst others may not. The nursery will work in conjunction with parents to apply for an EHCP as necessary.

## **SECTION 5 – Managing Pupils Needs on the SEND Register**

The SENCo will keep an up-to-date list of pupils who are deemed to have SEND including the category of need which best describes the pupils' needs.

All pupils on the SEND register will also be categorised by the level of support received.

Where the SENCO and parents agree, pupils on the SEND register who make accelerated progress and close the attainment gap and no longer require provision that is additional to and different from that of their peers, will be exited from the SEND register.

## **SECTION 6 – Supporting Pupils and Families**

The nursery agrees to work with a variety of external agencies to ensure children and families receive the support they need.

If parents wish to move their child to an alternative provision Lucy Meyer will be available to, where necessary, support parents to visit alternative settings, e.g.

special schools or primary schools, to discuss their child's specific requirements. Pupils will also be offered additional visits to their new setting and opportunities to discuss and develop strategies for dealing with the changes.

### **SECTION 7 – Supporting Pupils at School with Medical Conditions**

The nursery recognises that pupils with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Some children with medical conditions may be disabled and where this is the case the nursery will comply with its duties under the Equality Act 2010.

Some children may also have SEN and may have a statement or EHCP which brings together health and social care needs. These needs will be met in line with the provision outlined in this policy.



## **SECTION 8 – Storing and Managing Information**

The SENCo will hold central records relating to pupils with SEND. This will include copies of all IEPs, EHCPs, CAFs and advice from external agencies.

Where appropriate school based assessments will also be kept. These files will be locked in the filing cabinet in the nursery office.

## **SECTION 19 – Complaints**

Complaints under this policy fall under the school's General Complaints Procedure. Copies can be obtained from the school office.

**Lucy Meyer**  
*Director*  
*SENCo*

### **Addendums:**

### **Templates for forms to be used for children with a medical condition:**

#### **Template A: individual healthcare plan**

Name of nursery	
Child's name	
Group/class/form	
Date of birth	
Child's address	
Medical diagnosis or condition	
Date	
Review date	

#### **Family Contact Information**

Name	
Phone no. (work)	
(home)	
(mobile)	
Name	
Relationship to child	

Phone no. (work)  
(home)  
(mobile)


**Clinic/Hospital Contact**

Name  
Phone no.


**G.P.**

Name  
Phone no.


Who is responsible for providing support in nursery

--

Describe medical needs and give details of child's symptoms, triggers, signs, treatments, facilities, equipment or devices, environmental issues etc

--

Name of medication, dose, method of administration, when to be taken, side effects, contra-indications, administered by/self-administered with/without supervision

--

Daily care requirements

--

Specific support for the pupil's educational, social and emotional needs

--

Arrangements for visits/trips etc

Other information

Describe what constitutes an emergency, and the action to take if this occurs

Who is responsible in an emergency (*state if different for off-site activities*)

Plan developed with

Staff training needed/undertaken – who, what, when

Form copied to

**Template B: parental agreement for setting to administer medicine**

The nursery will not give your child medicine unless you complete and sign this form, and the school or setting has a policy that the staff can administer medicine.

Date for review to be initiated by

Name of nursery

Name of child

Date of birth

Group/class/form

Medical condition or illness


**Medicine**

---

Name/type of medicine <i>(as described on the container)</i>	
Expiry date	
Dosage and method	
Timing	
Special precautions/other instructions	
Are there any side effects that the nursery needs to know about?	
Self-administration – y/n	
Procedures to take in an emergency	

**NB: Medicines must be in the original container as dispensed by the pharmacy**

**Contact Details**

Name	
Daytime telephone no.	
Relationship to child	
Address	
I understand that I must deliver the medicine personally to	[agreed member of staff]

The above information is, to the best of my knowledge, accurate at the time of writing and I give consent to nursery staff administering medicine in accordance with the nursery policy. I will inform the school/setting immediately, in writing, if there is any change in dosage or frequency of the medication or if the medicine is stopped.