

*St. Joseph's R.C. Primary School*



Supporting Children with  
Special Educational Needs

September 2025

## **Policy Review**

This policy will be reviewed in full by the Governing Body on an annual basis.

The policy was last reviewed and agreed by the Governing Body in September 2025

It is due for review in September 2028

Hayley Francis

Date: 10th September 2025



Head Teacher

Lindsay Wise

Date: 10<sup>th</sup> September 2025



Chair of Governors

## **Safeguarding and Welfare Requirement: Equal Opportunities**

Providers must have and implement a policy and procedures to promote equality of opportunity for children in their care, including support for children with special educational needs or disabilities

### **Policy statement**

We provide an environment in which all children with special educational needs (SEN) are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
- We have in place a clear approach for identifying, responding to, and meeting children's SEN
- We support and involve parents (and where relevant children); actively listening to, and acting on their wishes and concerns.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEN and their families.
- We regularly monitor and review our policy, practice and provision and, if necessary, make relevant adjustments.

## Procedures

- Nursery has a designated Special Educational Needs Co-ordinator (SENCO) and parents are informed. Our SENCO is: Mrs Lerego
- We ensure that the provision for children with SEND is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We provide a broad, balanced and differentiated curriculum for all children.
- We apply for SEN support to ensure early identification of children with SEN.
  
- We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress. We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision-making processes.
- We will, where appropriate, consider children's views and wishes in decisions being made about them, relevant to their level understanding.
- We provide parents with information on local sources of support and advice e.g. Local Offer.
- We liaise and work with other external agencies e.g. Health Visitors, Speech and Language Therapists, to help improve outcomes for children with SEN.
- If a child moves to another setting information will be passed to the setting Manager/Early Years SENCO to ensure continuity of provision and support.
- On transition to Reception Class we liaise with the School SENCO and Reception Class teacher at St Joseph's or the receiving school if the child with us is not continuing at St Joseph's, to ensure continuity of provision and support.
- We have systems in place for referring children for further assessment e.g. Early Help Assessment and Education, Health and Care (EHC) assessment.

- We provide resources to implement our Supporting Children with Special Educational Needs Policy.
- We ensure that all staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN.
- We provide a complaints procedure.
- We monitor and review our policy regularly.

### **Further guidance**

- Early Years Foundation Stage Statutory Framework (DfE 2021)
- Working Together to Safeguard Children (DfE 2018)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

Completed by: Emily Lerego (Nursery manager) September 2025

Review date: September 2028

**The key person will;**

- Actively build positive relationships with clear lines of communication between the children and their families.
- Observe and plan for children's likes, interests and individual needs.
- Ensure that children's physical needs are met sensitively
- Develop a secure and trusting relationship by learning key words in a child's first language, or acknowledge their sounds and gestures
- Share the child's 'learning journey' regularly with parents, and value their written or verbal contributions on 'Evidence Me'
- Support a child through transitional periods when changing settings or starting school, and during key milestone periods
- Develop trust to enable children's independence
- Plan for all shared communications and transfer of documents when transition to a new key person or setting/school is due

**The nursery will;**

- Ensure that the child's key person is available during new situations, or at times of anxiety or illness
- Provide regular support for key persons with their supervisor, or during staff meetings to ensure that there is time to reflect on issues or concerns of children and their families
- Hold 3 parents evenings a year using an appointments system to ensure that every family has time for discussions with their assigned key person