

The TLC Federation
Chalvey Nursery School
Special Educational Needs Policy and Information Report
October 2025

1. Aims

Our SEND Policy and Information Report aims to:

- Set out how our school will support and make provision for children with special educational needs and disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for children with SEND.

At Chalvey Nursery School, we aspire to enable children, staff, parents, and carers to *share, care, and learn together*. We believe in nurturing and valuing each individual child and giving them the best possible start in life through challenging, stimulating, empowering, imaginative, and spontaneous play-based learning experiences.

Our governors and staff are committed to providing an inclusive curriculum that ensures the best possible learning outcomes for all children, whatever their needs or abilities.

We aim to build strong relationships with parents and carers, placing high value on communication and shared understanding. We respond promptly and compassionately to all parental concerns and actively promote inter-agency cooperation and support.

Objectives

The specific objectives of our policy are to:

- Ensure that children with SEND are identified early and that their needs are met.
- Enable children with SEND to access all areas of the nursery and participate fully in all activities, with additional support or specialist resources as required.
- Ensure that all children make the best possible progress.
- Keep parents and carers fully informed about their child's needs and involve them as equal partners in target setting and progress reviews.
- Ensure that all children have the opportunity to follow their interests, make choices, and express their views as far as they are able.
- Promote effective partnerships with other professionals and involve external agencies whenever appropriate.

The Headteacher has overall responsibility for monitoring provision and support for children with SEND. The success of this policy will be judged against the aims and objectives outlined above.

The nursery's **Provision Map** details the range of support provided each year for children with SEND that goes beyond our differentiated provision for all.

This policy will be reviewed annually, and the governing body will report on the range of support provided and the effectiveness of the provision in improving learning outcomes for children with SEND.

2. Legislation and Guidance

This policy and information report is based on the statutory **Special Educational Needs and Disability (SEND) Code of Practice (2014)** and the following legislation:

- **Part 3 of the Children and Families Act 2014**, which sets out schools' responsibilities for children with SEND.
- **The Special Educational Needs and Disability Regulations 2014**, which outline schools' responsibilities for Education, Health and Care (EHC) plans, SEN Coordinators (SENCOs), and the SEN Information Report.
- **The Equality Act 2010** – in accordance with its duties, the nursery will use Positive Action provisions to target measures that meet the particular needs of children with protected characteristics and alleviate their disadvantages (e.g. small-group teaching for children at risk of language delay; free full-time nursery places for vulnerable children).

To promote equality of opportunity, the nursery may, and in some cases must, treat disabled children more favourably than non-disabled peers to ensure equality of access. Reasonable adjustments will be made to ensure no child with SEND is disadvantaged in accessing the curriculum, activities, resources, or the physical environment.

The nursery's **Equality Plan** contains specific objectives, which are reviewed annually.

3. Definitions

A child has **special educational needs (SEN)** if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A learning difficulty or disability is present if a child:

- Has significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability that prevents or hinders them from using facilities provided for others of the same age in mainstream schools.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for other children of the same age in mainstream settings.

Children will not be regarded as having SEN solely because the language spoken at home is not English.

4. Roles and Responsibilities

The governing body is responsible for ensuring provision for children with SEND within the nursery. The SENCO meets with the SEND governor at least twice a year.

- **SEND Governor:** Mahesh Yanambakkam
- **SENCO:** Oversees the whole nursery and provides SEND support to the Complex Needs/Assessment Unit, 2-year-olds, and 3 & 4-year-old groups.

4.1 The SENCO

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The SENCO will:

- Work with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision.
- Manage the day-to-day operation of this policy and coordinate provision for children with SEND, including those with EHC plans.
- Oversee support for children with medical conditions, ensuring care plans and staff training are in place.
- Support the children in the Butterfly Class (Assessment Unit) and ensure that evidence-based interventions are implemented.
- Maintain detailed records and monitor progress, particularly for children in the Butterfly Class.
- Provide professional guidance to colleagues and work with staff, parents, carers, and other agencies to ensure effective support and high-quality teaching.
- Advise on the graduated approach to SEND support and ensure accurate records and data collection using assessment tools and observation schedules.
- Coordinate assessment requests and reviews for all children with SEND, including statutory EHC assessments.
- Advise on the deployment of resources and budget allocations to meet children's needs effectively.
- Serve as the main point of contact for external agencies, the local authority, and voluntary bodies.
- Liaise with receiving schools to ensure smooth transitions and informed planning.
- Ensure the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access.
- Keep all SEND records up to date.

4.2 The SEND Governor

The SEND Governor will:

- Raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision.
- Work with the Headteacher and SENCO to shape strategic development.

4.3 The Headteacher

The Headteacher will:

- Work with the SENCO and SEND Governor on strategic SEND development.
- Have overall responsibility for provision and progress of learners with SEND and/or disabilities.

4.4 Teachers and Early Years Practitioners (EYPs)

Each teacher and EYP is responsible for:

- The progress and development of every child in their care.
- Implementing support from Individual Education Plans (IEPs).
- Working closely with assistants and specialists to assess and refine interventions.
- Collaborating with the SENCO to review progress and adjust provision.
- Ensuring they follow this SEND policy.

The SENCO and Headteacher work together to:

- Identify children with SEN in mainstream groups and plan appropriate interventions.
- Support mainstream staff in meeting the needs of all children.
- Keep detailed records and monitor progress.
- Submit requests for Early Years Inclusion Funding, Inclusion Grants, and EHCP Assessments.

The Headteacher acts as the **Designated Teacher** for Looked After Children with SEND.

5. SEN Information Report

5.1 The Kinds of SEN That Are Provided For

Our school is an inclusive learning environment that provides additional and/or different provision for a wide range of needs, including:

- Communication and interaction difficulties
- Cognition and learning needs
- Social, emotional, and mental health difficulties
- Sensory and/or physical needs
- Moderate, severe, profound, and multiple learning difficulties

5.2 Identifying Pupils with SEN and Assessing Their Needs

We are committed to the **early identification** of special educational needs and adopt a **graduated approach** in line with the SEND Code of Practice (2014).

Children with identified needs are placed on the nursery's SEN register following discussion with parents and carers.

On entry, we assess each child's current skills and levels of attainment, building on information from any previous early years settings. Staff make regular assessments of progress and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or improve on previous progress rates.

- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

This may include progress in areas beyond attainment, such as well-being or behaviour. Slow progress and low attainment do **not automatically** mean a child has SEN.

First Concerns Process

We use a '**First Concerns and Early Identification**' process, starting with **Quality First Teaching (QFT)**, which includes:

- Access to the full curriculum for all children.
- Personalised learning approaches where necessary.
- Adapted materials and equipment.
- Use of visuals (e.g. first/then boards).
- Breaking tasks into smaller steps.
- Repetition and reinforcement of learning.

A **baseline assessment** is completed three weeks after a child's start date. If a child is not making expected progress, a "First Concerns" form is completed, identifying initial areas of concern in the prime areas of learning. A themed observation focus is then agreed.

After a **six-week baseline** and **two-week themed observation**, the findings are reviewed with parents and carers. If needed, an **Individual Education Plan (IEP)** is created — beginning the **Assess, Plan, Do, Review** cycle, which continues as long as a child has an identified need.

If a child has significant and ongoing needs, evidence will be gathered to support a request for an **Education, Health and Care Plan (EHCP) assessment**. The SENCO will meet parents to discuss the process and gather their views for inclusion in the request.

Placement within the Butterfly Class is for children with pre-identified complex needs. If a child already has an EHCP, their needs will be reviewed before joining. For those without an EHCP, evidence will be gathered during the first half term to support an assessment request.

5.3 Consulting and Involving Pupils and Parents

We are committed to maintaining strong, open communication with families and involving parents and carers as **equal partners** in all decision-making and review processes.

Our aims are to ensure that:

- Everyone develops a clear understanding of the child's strengths and areas of need.
- Parents' and carers' concerns are listened to and valued.
- Desired outcomes are agreed together and formalised in an IEP.
- Next steps are clear for everyone involved.

Children are encouraged to follow their interests, make choices, and express their views wherever possible. We use *Learning Journals* and emotion symbols (e.g. happy/sad faces) to help non-verbal children express feelings.

We also offer **home visits**, **coffee mornings**, and **parent workshops**, and have staff who speak a range of community languages to help engage families.

5.4 Assessing and Reviewing Children's Progress Towards Outcomes

We follow the **graduated approach** — Assess, Plan, Do, Review — to ensure continuous monitoring and adjustment of support.

Teachers, Early Years Practitioners (EYPs), and Teaching Assistants work with the SENCO to assess each child's needs, drawing on:

- Staff assessments and observations.
- Previous progress and behaviour data (if available).
- Specialist assessments (e.g. from the Teacher of the Deaf, Qualified Teacher of the Visually Impaired, or therapists).
- Parents' and carers' insights.

IEPs are agreed with families and reviewed regularly to evaluate the impact of interventions. Where continued support is required, new targets are set and review dates established.

Within **Butterfly Class**, the same assess–plan–do–review process applies, guided by the outcomes in each child's **EHCP** and therapy plans. Progress is tracked through:

- Attention Autism sessions.
 - Workstation sessions.
 - Use of augmentative communication aids.
 - Transition management.
 - Sensory profiling and engagement observations.
 - Developmental Journals (for children with visual or multiple needs).
 - MSI Victoria School Curriculum profiles.
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5.5 Supporting Children Moving Between Phases

We attach great importance to **effective transition planning** and maintain strong links with local schools, resource bases, and special schools.

To support smooth transitions:

- Receiving school staff are invited to **EHCP review or transition meetings**.
 - They observe the child in the nursery and discuss needs with staff.
 - Key workers support children during **visits to their new school**.
 - The SENCO liaises with receiving schools to share **transition booklets** and relevant documentation.
 - Families are supported in arranging **school transport** if required.
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5.6 Adaptations to the Curriculum and Learning Environment

We make the following adaptations to meet individual needs:

- Differentiating the curriculum through small-group and 1:1 work.
- Adapting resources, staffing, and materials.
- Using recommended aids such as radio aids, visual timetables, and large print.
- Allowing additional processing time and revisiting tasks to consolidate learning.

Our purpose-built nursery is fully accessible, with:

- An electronic entry system and secure outdoor area.
- Covered outdoor play and acoustically treated learning spaces.
- Accessible toilet facilities and a portable hoist.
- Two disabled toilets for adults.
- A sensory room and dedicated toilets within the Butterfly Class.

5.7 Additional Support for Learning

All children receive a broad and balanced curriculum in line with the **Early Years Foundation Stage (EYFS)**.

High-quality teaching (**Quality First Teaching**) is the first step in supporting children who may have SEND. Teachers and EYPs are responsible for the progress of all children in their groups.

Where necessary, children are provided with **additional support or alternative resources** to ensure full access to the curriculum.

The SENCO ensures that children with SEND have up-to-date **IEPs** with measurable outcomes that are reviewed regularly in partnership with parents, carers, and professionals.

If concerns arise about a child's language development, parents will be encouraged to seek a **Speech and Language referral** via their GP. If progress remains limited despite interventions, advice will be sought from external professionals (e.g. SEND Advisory Teachers).

The nursery will always obtain **parental consent** before making any referrals. External professionals contribute to the review process, and families remain involved at every stage.

If a child continues to make limited progress despite ongoing support, the SENCO, in collaboration with the family and multi-agency team, may submit a request for **Early Years Inclusion Funding** or an **EHCP assessment**.

Children with an EHCP have a **consultation meeting within 20 weeks** of the plan being issued, followed by **formal reviews every 6 months**, involving all relevant professionals and the family.

5.8 Butterfly Class

The nursery is resourced for **10 part-time children** with complex learning needs, placed in the **Butterfly Class (Assessment Unit)** for extended assessment (usually three terms or more).

Referrals for placement are made through termly **multi-agency referral meetings**.

Current staffing includes:

- 1 Early Years Practitioner
- 1 Teaching Assistant

Staffing may increase based on needs identified in EHCPs and funding levels.

Staff receive daily briefings, weekly team meetings, and at least one day per week of in-class SENCO support. All have specialist training, and additional training is provided as required by individual EHCPs, including:

- Hearing, visual, and multi-sensory impairment training.
- Awareness sessions on specific diagnoses.
- Medical care training from the Children's Community Nursing Team.
- Attention Autism and TEACCH approaches.
- Sensory processing and sensory circuits training.

Children receive high levels of small-group and 1:1 support, with **daily inclusion opportunities** alongside mainstream peers. Staff use **Makaton signing** and **visual timetables** throughout the nursery.

Butterfly Class children also access additional activities such as sensory stories, Intensive Interaction, and alternative communication systems. Families receive home resources (e.g. PECS cards or communication boards) where appropriate.

We work closely with the following agencies:

- Berkshire Sensory Consortium Service
- Children and Young People's Integrated Therapy (CYPIT) Teams
- Children's Community Nursing Team (CCNT)
- Slough Integrated Support Service
- Berkshire Healthcare NHS Foundation Specialist Children's Service
- Specialist teams from Great Ormond Street and Guy's & St. Thomas' Hospitals

5.9 Expertise and Training of Staff

Our SENCO is a qualified and experienced teacher who works across both mainstream and Butterfly Class groups.

Our team includes **1 teacher (SENCO), 4 Full time Early Years Practitioners and 1 part time EYF, and 3 Full time Teaching Assistants and 1 part time TA**, all trained in delivering SEND provision.

Recent staff training includes:

- SEND and the Code of Practice, *Birth to 5 Matters*, and Best Practice in Early Years Observations (internal).
 - Equality and Diversity (online).
 - Child Protection in Education (online).
 - Sensory Processing Difficulties (internal).
 - Supporting Children's Well-being (online).
 - Making Sense of Autism (AET).
 - The Voice of the Child (online).
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5.10 Working with Other Agencies

We work collaboratively with a wide range of agencies, including Health and Social Care, to provide coordinated support in line with the SEND Code of Practice.

The SENCO liaises with:

- Speech and Language Therapists.
 - Physiotherapists and Occupational Therapists (CYPIT).
 - The Berkshire Sensory Consortium Service.
 - Autism specialists from the SEND Support Team.
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5.11 Complaints About SEN Provision

Any concerns or complaints regarding SEND provision should first be directed to the **Headteacher**, who will meet with parents or carers to discuss the issue informally.

If the issue remains unresolved, the nursery's **Complaints Policy** will be followed. Parents may also contact the **SEND Governor** if they prefer not to approach the Headteacher directly.

6. Monitoring Arrangements

The SENCO and Headteacher will review this policy and information report **annually**. Updates may be made during the year if necessary, and the **Governing Board** will approve the final version.

7. Links with Other Policies and Documents

This policy links with the following:

- Equality Plan
- Nursery Provision Map
- Chalvey Assessment Unit Admissions Criteria
- Accessibility Plan
- Behaviour Policy

- Supporting Pupils with Medical Conditions Policy