

Special Educational Needs and Disability Policy/Information Report (incorporating Accessibility Plans)

This policy has been agreed and adopted by the Governing Body.

Date: 13/03/2026

Signed by the Chair of Governors: Marc Newall

Policy review period: annually

Reviewed: Spring 2026

Next review: Spring 2027

Documents consulted/information sources:

General Data Protection Act 2018

Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years Jan 2015

Children's and Families Act 2014

Equality Act 2010

Education Act 1996

Related policies or documents:

Supporting children with medical needs policy

Complaints policy

Data protection policy

Equality, diversity and community cohesion policy

Admissions policy

Child protection and safeguarding policy

Behaviour policy

Lambeth's Local Offer for families and children with SEND

Policy storage:

Google drive

Policy folders

Website

Aim

This policy will outline how we ensure excellent provision for children with special educational needs and those with a disability (SEND) at Holmewood, Maytree, Triangle, Effra and Ethelred Nursery Schools and with Tree House, Maytree, and Clapham Manor Children's Centres, hereafter referred to as Federation NS and CCs.

This documents the contribution to Lambeth's 'Local Offer'. Further details regarding this can be found at <https://www.lambeth.gov.uk/lambeths-send-local-offer>

Definition of Special Educational Needs and Disability

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For children aged two or more, special educational provision is educational or training provision that is additional to, or different from, that made generally for other children

or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the third paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

A person has a disability as defined in the Equality Act 2010 if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to the following needs:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs.

Objectives

At Federation NS and CCs we warmly welcome children with special education needs and/or disabilities as part of our community and we will ensure that all children have an equal opportunity to engage in the curriculum. We will provide a broad, balanced and appropriate Early Years Foundation Stage Curriculum for children from birth to 5 years of age which is accessible to the individual needs of our children. We will ensure that the needs of children are identified and assessed and we will provide appropriate support which may include support from our experienced and highly skilled team of Teaching Assistants and children's centre practitioners. If additional specialist advice and support is necessary we will contact the appropriate external agencies and in consultation with parents make appropriate provision by making adaptations to meet the children's needs. We will work in true partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education and care. We recognise that the views of the child are important and will be sought, in a sensitive manner, and taken into account. We are committed to effective collaboration between all agencies working with a child and a multi-disciplinary approach to meeting children's special educational needs.

Roles and responsibilities

The Executive Headteacher with the support of the Heads of Schools assumes overall responsibility for the leadership and management of special educational needs and/or disabilities.

Special Educational Needs Co-ordinators (SENCO):

Tania Fricker - Holmewood & Tree House Children's Centre (also Head of School) Andrea McKay - Maytree Nursery School and Children's Centre
Thursa Honey - Effra and Triangle Nursery Schools
Francine Ekins - Ethelred Nursery School and Children's Centre

Governor with SEND responsibility: Marc Newall

The SENCO is responsible for:

- working collaboratively with school and children's centre staff
- leading on updating and communicating policy and procedures to governors, staff, parents and outside agencies
- meeting with the Governor with SEND responsibility
- overseeing the individual records and maintaining an overview of the children with SEND in the nursery schools and children's centres
- liaising with parents

- liaising with the Designated Teacher where a Looked After Child has SEND.
- managing the Teaching Assistants to organise support for the children with SEND across all provision
- collecting and sharing information useful to staff to support them in developing new strategies when working with children
- SEND resources
- organising training
- liaising with Lambeth SEND team including the SEND allocated Education, Health and Care Plan (EHCP) Coordinator and SEN key worker (when this is not the nursery SENCO).
- liaising with outside agencies including Speech and Language, Physiotherapy, Occupational Therapy and Dietician services
- ensuring that additional support, interventions and resources are effective
- initiating and supporting the request for an EHCP when required
- supporting the organisation of termly Support Plans, reviews and assisting in initiating and maintaining Support Plans, completing SEN support plans, applying for Inclusion Funding (IF), applying for Disability Access Funding (DAF), applying for Education Health Care Plan assessments (EHCPs)
- organising annual reviews for EHCPs as required
- supporting staff to plan for and to keep records on their key children who may have SEND
- initiating and organising Team Around the Child (TAC) meetings.
- Leading and supporting practitioners to implement the WELLCOMM speech and language whole school screening tool.

Teachers, with the support of each child's Key Person, are responsible for:

- monitoring the progress and outcomes for children through observations and records
- regularly informing the SENCO of any progress and/or concerns relating to children with SEND
- liaising with parents/carers to discuss progress
- establishing and reviewing Support Plans for children with SEND and those experiencing barriers to learning and development, in partnership with the SENCO and parent/carer
- sharing information relating to the progress and needs of each child with SEND during termly SEND focussed staff meetings
- liaising with outside agencies as required by the SENCO
- seeking support from the children's centre Better Start Workers who will liaise with parents/carers if appropriate.
- Screening all new children using the WELLCOMM speech and language screening tool and liaising with parents to discuss the outcome and provide support as required.

The Children's Centres Better Start Workers will:

- work collaboratively with the SENCOs and other children's centre (CC) practitioners to support families
- encourage the take up of children's centre services by children with SEND and their families
- work with the Lambeth SEND team
- act on referrals of families by Lambeth
- carry out home visits to families of children with SEND
- use the Family Partnership Model when working with parents/carers
- facilitate SEND parenting discussion groups, seminars and Stepping Stones, Triple P parenting course
- identify children under three with SEND in the community and liaise with Multi-Disciplinary Team Around the Child, Health Professionals and other agencies
- promote SEND groups – accompany families to groups, meetings, workshops, etc.

- support SEND families to attend Stay and Play sessions and support other CC practitioners to understand the needs of these children.
- **The Governor with SEND responsibility** is responsible for:
- monitoring the work of the SENCO to ensure a high standard of provision is offered and maintained to children and their families
- ensuring that relevant policies and procedures are updated in line with legislative 3 of changes
- meeting with the SENCO as detailed in the Overview of Governor Responsibilities.

How we will work

Admission arrangements for children with special educational needs and disabilities

The nursery and children's centres will make every effort to meet the individual needs of a child with SEND. See Admissions Policy.

Facilities and provision for children with special educational needs and disability to enable them to access the school and curriculum - Holmewood, Maytree, Triangle, Effra and Ethelred's contribution to Lambeth's Local Offer

- Music Therapy
- Attention Autism
- Behavioural Feeding Groups
- Wellcome SALT Assessment and Intervention
- Staff trained to support children with type 1 diabetes
- Staff trained in the use of Picture Exchange Communication System (PECS), Makaton and Colourful Semantics
- Structured teaching methods e.g. 'First and Then'
- Visual timetables
- ELKLAN and Talking Tables trained staff members (to support speech, language and communication needs)
- Staff trained and experienced in supporting the learning and developmental needs of young children with a range of needs: Autistic Spectrum, physical disabilities, attachment disorder, hearing and visual impairment, children with Downs Syndrome, etc.
- Wheelchair access to and within the settings
- Accessible toilets
- Separate spaces for delivering individual, small group work and holding meetings
- A sensory room (Maytree, Effra, Triangle and Ethelred)
- Showers and changing facilities
- Storage space for equipment such as walkers, standing frames etc.

All classroom staff receive regular training in order to meet the needs of children with SEND. We work closely with outside professionals to develop new strategies and train staff specifically to meet the individual needs of children with SEND.

Nurture Provisions

We have established nurture provisions at Triangle, Maytree, Effra and Ethelred Nursery Schools. This support is made clear to parents when a nursery offer is made. For children whose needs are unknown to us prior to starting, but who require a nurture provision level of support, an offer for this support will be discussed and made if there is availability. This provision is part of the Local Offer for Lambeth and provides enhanced support for children with complex additional needs at a 1:2 adult ratio. All children who attend this provision either have an EHCP or would be on the EHCP pathway, with a request made as soon as possible if feasible.

How the budget and resources are allocated to support children with special educational needs and their families.

This is reported to the Governing Body on a termly basis.

How children with SEND are identified and their needs determined and reviewed

For a number of children attending our nurture provision, Lambeth SEND will provide the school with a draft of their EHCP, in order to consult with us regarding a nursery place. Once a place has been offered the process of home visiting and monitoring progress continues as outlined below.

Staff from Lambeth Multi-Agency Teams and other professionals, such as the child's Lambeth SEN key worker, may notify and liaise with nursery school staff regarding children who are known to them. Prior to a child starting nursery or the children's centre, information about any children with SEND may be gathered at the initial interview with parents/carers when they apply for a place at the nursery or complete the Children's Centre Registration Form. A 'home visit' is made to each child starting school by two members of staff, occasionally a family visits the school when a home visit has not been possible. Many children are already known to the staff through attending our children's centres sessions. A meeting is held between the parent/carer and key person prior to a child starting at the nursery. Information about the child, including details of any special educational need, disability or medical condition is discussed and the SENCO will be informed. If a child is receiving support from another agency the SENCO will make contact to gain additional information, and will inform the parents of additional support that is available.

To ensure key information is accessible to all appropriate staff, information is stored in various ways:

- a special educational needs file (paper and/or electronic) will be opened
- once parental consent has been obtained the child will be entered on the SEND register and brief SEND information added to their SIMS (Management Information System for Schools).
- Professionals may be asked to give advice and to contribute to a SEND Support Plan meetings and occasionally invited to a staff meeting to inform us about a specific need of a child usually prior to them starting nursery, for example, cerebral palsy and severe allergic reactions.

Identifying children with special educational needs

If a member of staff is concerned about the development of a child, or a parent has expressed concern about their child, the staff will discuss this at the daily evaluation meeting/planning meeting or with a senior member of staff or better start worker.

The trigger for intervention at this initial stage of 'SEND support' is through the graduated approach (assess, plan, do and review). This could be initiated from either a practitioner's or parent's concern about a child who despite receiving appropriate early education experiences:

- continues working at levels significantly below those expected for children of a similar age due to cognition and learning difficulties
- presents persistent social and emotional health difficulties and/or well-being difficulties
- has sensory and/or physical problems, and continues to make little or no progress
- has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning.

SEND Code of Practice Jan 2015

The SENCO/BSW and staff will share any concerns with the parents/carers who will be fully informed and involved in planning any further action. The graduated approach will continue with the child's needs being met through the continuation of interventions and support provided as part of the assess, plan, do and review cycle. At this stage a SEND support plan may be written to document the support the child is receiving and progress made. Support may also be provided through referrals to outside agencies, which can be requested and made by the parents, the teacher and class team /children's centre teams.

Other ways in which support will be provided at the 'SEND support' level include:

- timetabling classroom support from a teaching assistant
- organising a SEND support plan meeting

- attending Team Around the Child/Family meetings
- targeted individual or group sessions.

Requesting an Education, Health and Care Assessment

If despite receiving an individualised programme and/or concentrated support the child continues to experience difficulties, a request for an Education, Health and Care Plan (EHCP) would be considered. When deciding upon requesting an EHCP assessment the following should be taken into consideration:

- whether the child continues to make little or no progress in specific areas over a long period (one term)
- whether the child continues working at a level substantially below that expected of children of a similar age
- whether there is recorded evidence of the child's identified needs
- whether individual strategies have been in place for a reasonable period of time
- whether outside advice has been sought in relation to the child's: - physical health and functioning
 - communication skills
 - 5 of 8 Special educational needs and disability information report and policy
 - perceptual and motor skills
 - social skills
 - emotional and behavioural development
 - response to learning experiences
 - parent(s)/carer(s)' views

whether the child has emotional and behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised behaviour management programme.

Support from outside agencies may include specialist help from the speech and language therapist, educational psychologist, clinical psychologist, occupational therapist, physiotherapist, hearing impaired service, visually impaired service, consultant paediatrician, health visitor, specialist nurse, doctor, mental health services, etc.

Where families' needs are even more complex and include issues such as housing problems a Multi-Agency Referral Form may be completed.

Collaboration with parents

We work in partnership with all parents, particularly with those whose children have special educational needs or disabilities. We welcome all parents into the setting each day and this supports us in developing relationships and provides an opportunity for informal discussion about children's progress and development. We also encourage parents to spend time in the classroom, for example, to cook, read stories, support our celebrations of different festivals, etc. In addition, for parents of children with SEND, a meeting is held at least termly with their child's key person or teaching assistant and the SENCO to discuss progress and review and discuss SEND support plans. Parents/carers views and contributions are valued, particularly relating to the targets set in the support plans. Parents are given information about outside agencies or local or national support groups that may be helpful, including the Lambeth local offer and the Independent advice and support service ([Lambeth - Information, Advice and Support Services](#)). Courses to support parents in their own personal development, parenting skills and informal coffee mornings are organised either in the school or children's centres. The better start team and children's centre team specifically focus on establishing strong relationships with parents of children with SEND to encourage attendance at CC activities where more support can be offered.

If parents/carers have any concerns about their child's development they should speak to their child's key person or the SENCO for further advice and information. Permission is sought to obtain advice and support from an outside professional and to enter a child's details onto the SEND register.

Arrangements for providing access by children with special educational needs to a balanced and broadly based curriculum/How we prevent children with SEND

from being treated less favourably than other children

The EYFS is planned and differentiated to meet the range of individual needs of all children. The curriculum is further modified on a short term planning basis to meet specific individual's special educational needs when all children (including those with special educational needs) are selected and planned for in a focussed activity. Extra support is available to enable access to the curriculum through the child's Early Support Plan/SEND Support Plan. Children working with a teaching assistant in the school may be given the opportunity to have group time in a small group or individually in the distraction free learning space . A carefully selected range of resources is available for group time. Children are also supported during the session to play and engage in focussed activities. Teaching assistants are able to observe children with SEND in more depth and record their observations for the child's record. These observations are shared with the team during the evaluation meeting at the end of each day. Careful consideration of the needs of children with SEND is made when purchasing new resources and specialist catalogues are referred to. When setting out the provision in the nursery, resources are selected to ensure that the needs of those children are met, e.g. a range of tricycles to include varying sizes, bubble blowing available regularly to help develop muscle control in the mouth, sensory activities e.g. cornflour, feely box, finger painting, computer games with different levels, etc.

All children within the setting are included on educational visits, and any further support needed e.g. additional adult, specialist mobility equipment etc. is provided in order to ensure that children with SEND are fully included in these activities. The nursery environment reflects and celebrates the achievement of all of the children within the setting and any discriminatory attitudes or behaviors displayed by children or adults are immediately addressed.

How we monitor children's progress where children have special educational needs

Progress is monitored individually through SEND support plans, reviewing targets and reports provided by external agencies such as the Speech and Language Therapists and the Educational Psychology service. Support staff also work in collaboration with the child's key person and the school SENCO in order to plan for targeted daily observations. These observations are reviewed on a regular basis, in order to plan for progress specifically in the child's areas of need. The analysis of leavers' attainment identifies these children as a specific group and enables comparisons between children's attainment on entry and leaving and progress made.

How we involve children in the process and decision-making around SEND support

As our children are very young, much of their involvement is based on our observations of their interests, likes and dislikes and the activities they demonstrated perseverance and have an aspiration to achieve. This information and information gathered from discussions with parents/carers about their child is then used to inform target setting and planning for progress.

Provision made for transition of children with special educational needs between the children centres to our nursery and other schools

All nursery school children are usually invited to visit their new primary school with their parents prior to transition. For children with SEND we invite the child's new Reception teacher, the SENCO, and where appropriate the teaching assistant to visit the child at school and to see their Special Book and samples of work. The SENCO will often invite the SENCO from the primary school to attend the child's final review meeting or annual review. The SENCO may also, where appropriate, attend the child's first review meeting at the new school. The child will also visit the new school accompanied by their teaching assistant and/or key person and take photographs of significant adults and their new environment in order to be better prepared and familiar with the school environment by sharing their photo book with their parents/carers before transition.

How the governing body monitors the quality of the education and provision

The Heads of School report to the governing body about SEND issues once a term which includes an overview of children's needs within the school and any significant changes and

developments. The governor with responsibility for SEND meets with the SENCO regularly. The SENCO may attend governing body meetings to inform governors of any key issues when required. Children's attainment and progress, including those with special educational needs, is analysed and reported to governors termly. Leavers' assessment data is compared to entry data and reported to governors annually. This enables governors to monitor progress and attainment of children with SEND. It is the duty of the governing body to ensure this policy is reviewed and evaluated regularly. The annual SEND report for governors is presented in the autumn term and includes information about the annual income and expenditure.

Arrangements made by the governing body relating to in-service training for staff in relation to special educational needs

At each individual school governors meeting the Heads of School report on Continuing Professional Development (CPD) training including that relating to special educational needs. The setting is committed to providing and facilitating attendance at CPD training in the area of SEND. The SENCO will attend courses and the LA SENCO network meetings as appropriate to keep abreast of new initiatives and developments. All staff will attend courses to support their continuing understanding of the broad spectrum of needs and strategies to support them in their work with the children and share expertise. The needs of the setting and individuals' training needs will be considered when the school improvement plan is devised, at appraisal meetings and at senior management meetings.

Arrangements made by the governing body relating to the treatment of complaints from parents of children with special educational needs concerning the provision made at nursery/children's centre

The Federation has a complaints procedure. Concerns and complaints about special educational needs provision should be addressed to the Head of School and the issue will be addressed in line with the Complaints Policy. The SEND governor may be involved at the appropriate stage.

If you would like to contact the SEND Governor please ask at the school office.

Accessibility Plan - statutory duty to update annually

The Accessibility Plan and Disability Equality Scheme covers the three strands of the planning duties including:

1. Improving the physical environment of schools for the purpose of increasing the extent to which disabled children are able to take advantage of education and associated services.
 - Wheelchair access is available at all five schools and children's centres buildings.
 - Personal Emergency Evacuation Plans are created where applicable.
2. Increasing the extent to which disabled children can participate in the Early Years Foundation Stage.
 - Skilled practitioners ensure that all the children's different learning styles and communication styles, including signing, Makaton, visual timetables, eye pointing etc. are acknowledged and valued by all.
 - Strategies and procedures are in place to ensure early identification of children who may need additional support or resources.
 - Continuing involvement of professionals to support practitioners in their understanding of how to support children who have complex needs.
3. Improving the delivery of information to children with disabilities.
 - All parents have access to information. Makaton signing, Picture Exchange Communication Systems (PECS) are used for children when appropriate. Support is available from the [Lambeth Sensory Support Service, Civic Centre, SW2 1RH](#)