NORTH ISLINGTON NURSERY SCHOOL

SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

Signed on behalf of Governing Body: Sally Franklin (Head teacher)
SENCO: Becky Powell
SEN Governor: Mary Meola
Date: September 2026

Policy statement

North Islington Nursery School is committed to meeting the needs of all pupils including those with special educational needs and disabilities (SEND). The
SEND policy should show how the setting works towards meeting the needs of children with SEND and how their learning and development is supported.
Our expectation is that children and young people with SEND will receive an education that enables them to make progress.

The principle of North Islington Nursery School's Special Educational Needs & Disabilities Policy is that all children should receive a broad and balanced curriculum relevant to their needs and stage of development; involving active participation.
In order to achieve success and make progress all children with SEND need time, specific support, carefully structured teaching programmes and in some cases the use of alternative means of communication. Some children who have learning difficulties require learning experiences to be suitably presented and differentiated to match their needs and interests. The important common factor is for access to the curriculum to be facilitated by whatever means necessary to ensure that success is achieved.
At North Islington, we aim to identify these needs as soon as they arise and provide teaching and learning experiences that enable every child to reach their full potential.

All the staff in the school are teachers of children with Special Educational Needs. We adopt a 'whole school approach' to SEND that involves all staff adhering to a model of good practice. This includes a commitment to teaching that effectively meets the learning and development needs of all children, recognising each child is unique and different.

Aims

- To recognise the importance of early identification and assessment for all children and aim to meet these needs as early as possible.
- To ensure all medical and care needs are met.
- To ensure that all children experience a wide range of play experiences through a broad, balanced and relevant differentiated curriculum and that it is differentiated to meet the needs and interests of individual children.
- To have high aspirations for the children with SEND to achieve their full potential.

- We will make reasonable adjustments to our provision and practice to meet the needs of individual children in line with the SEND code of Practice and the Equality Act 2010. For example, providing a walking frame or a specialist feeding chair.

- We have a statutory duty to complete a progress check for two-year-olds. This is always shared with parents and a written summary is completed. The progress check will be carried out by a person who knows your child well and the Deputy Head teacher. If there are any areas where progress is less than expected in partnership with parents, we would agree further action together.

- To integrate and include all children as fully as possible into the daily life of the school and involve them in a manner appropriate to their stage of development (e.g. communication through use Makaton and visuals, specific sensory experiences or providing a standing frame).

- To organise staffing so that an appropriate level of support is in place for the teaching and care needs of the individual child or groups of children.

- To ensure that robust systems are in place to assess, plan, do and review children's progress. (see page 4)

- To recognise the vital role parents/carers play in the identification and assessment of their children's needs. We will work in partnership with parents valuing and integrating their views and contributions. We will fully involve them in decision-making concerning strategies for supporting their children.

- To adopt a multidisciplinary approach to meeting children's additional educational needs. We will ensure that parents/carers and staff receive relevant and appropriate support from external professional bodies and that all those in contact with the school are aware of the special educational needs provision.

- In consultation with parents and other professionals' staff will consider the child's feelings and views in all decisions which affect them in the most age and developmentally appropriate way.

- We are committed to providing and facilitating attendance at in-service training in special educational needs. Working together we also aim to identify the training needs of individual staff members.

- See Appendix 1 for a definition of a child with special educational needs.

Working with Special Educational Needs & Disabilities at North Islington Nursery School

North Islington Nursery School is an inclusive nursery setting and we believe that all children should be valued equally and individually. The school is accessible and includes wheelchair accessible toilets and a lift for children and adults. We will ensure that any future additions or modifications to the premises consider the needs of those with special educational needs and disabilities.

Role of the Special Educational Needs Co-ordinator

We have a named Special Educational Needs & Disabilities Co-ordinator (SENCO) Becky Powell who is allocated time and resources to allow for the carrying out the duties listed below.

The SENCO has a leading role in:

- ensuring that relevant Codes of Practice and legislation is implemented effectively throughout the school.
- ensuring that children's SEND profiles and records are kept up to date and that they are confidential and kept securely in line with Data Protection.
- ensuring effective liaison with parents and other professionals takes place with respect to children with SEND.
- coordinating meetings to write and review individual short-term plans.
- making relevant referrals to the appropriate professionals following discussions with parents/carers and staff.
- where appropriate make a request to the local authority for an Education Health Care Plan and provide relevant information to contribute to the Plan if agreed.
- advising parents and staff with respect to aspects of SEND.
- reviewing the effectiveness of the school's SEND policy and procedures.
- ensuring that there is a positive transition for all children with SEND to any new setting.
- coordinating staff training in the area of SEND.

The Governing Body has some responsibility for ensuring the effectiveness and monitoring of the school's special educational needs provision. The governor for SEND is Mary Meola.

Staff roles and responsibilities

All staff at North Islington Nursery are responsible for meeting the needs of children with SEND. The SENCO will support staff and coordinate provision across the school. The SENCO will share relevant information about individual children and agreed strategies to support their progress.

Parent Participation

We actively seek the involvement of parents in the education of their children and recognise that parents possess valuable knowledge about their child's strengths, interests and needs, and this expertise will be respected throughout decision-making processes. We will:-

- Involve families in all stages of identification, assessment, planning and review and maintain consistent communication.
- Share observations, progress information and support plans.
- Seek parental consent before making referrals to specialist services where appropriate.
- Provide information regarding local support services, including Islington SENDIAS.
- Support parents in understanding SEND processes, including requests for Education, Health and Care Needs Assessments.

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Admissions Arrangements for Children with SEN

North Islington Nursery School serves a diverse community in North London. We accept children according to agreed criteria.
As part of our intake, we have 1/3 places throughout the age range reserved for children referred by Islington Priority Early Learning (PEL) panel (for Children in Need). Some of these children will already have an identified special need.
In addition, we have three assessment places reserved for children with severe and complex needs who are placed with us through the Priority Early Learning SEND panel (PELSEND), which meets termly and includes professional representation from Children's Services and Whittington Health.
Parents will have the opportunity to meet with the Special Educational Needs & Disabilities Coordinator (SENCO) either before they accept the offer of a place or once they have decided to do so. (These meetings are informal and do not take the place of target setting Short Term Planning meetings).

The Education of Children with Special Needs & Disabilities

The education of children with additional learning needs & disabilities takes place alongside their peer group. On occasion, some children may need to work in a small group or individually out of the main setting to work on specific agreed targets to further their development

Where a child is identified as requiring support additional to, or different from, that available through quality-first teaching and universal provision, they will receive SEND Support.

Support may include:

- Adapted learning environments.
- Targeted interventions.
- Specialist communication strategies.
- Individual Support Plans.
- Additional visual supports.
- Advice from external professionals.
- Personal care and medical support arrangements where required.

Provision will be reviewed regularly through the Graduated Approach to ensure interventions remain effective and responsive to children's changing needs.

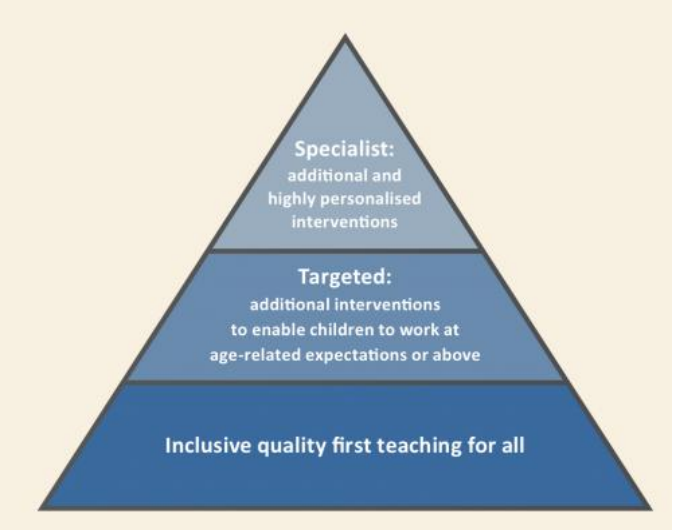
The Identification of Children with SEND

The monitoring of individual children's progress throughout the school is essential. Where a child appears not to be making progress either generally or in a specific area of learning/development, then it may be necessary to present different opportunities for learning or use alternative approaches to learning. Where ongoing difficulties may indicate the need for a level of support above that which is normally available to children, after consultation with parents and other staff members the SENCO may need to seek advice and support from outside agencies.

Concerns raised by staff and/or parents/carers are discussed amongst staff at room meetings and with the parents/carers as appropriate. These concerns are recorded and entered on the SEND tracking form and it is then decided what level of support may be required.
Where a child is thought to have a special educational need and his/her first language is not English every effort will be made to assess him/her in his/her home language. Where necessary interpreters will be used to ensure that parents who are speakers of other languages are able to contribute fully to all assessments, meetings, etc. concerning their child.

Waves of Intervention

The Waves of Intervention model (National Strategies) describes how different levels of intervention can be understood and systematically implemented.



We use this model to enable us to support those children that we identify as requiring support in meeting age related expectations throughout the school.

Coordinating SEND provision

In line with the SEN code of Practice we offer a **"graduated response"** to teaching and learning for children with SEND. The "graduated response" includes a cycle of action to identify and secure good progress in partnership with parents.



The SENCO has responsibility for overseeing and leading the above process and to ensure that communication with families, staff and outside agencies is as smooth as possible.

Providing the graduated response: SEN Support

Most children will have their needs met through quality first teaching and differentiation. Children's progress and achievements will be monitored and any child not making adequate progress will be given further targeted support.

When a child is not making progress and showing signs of difficulty in any of the following areas: acquiring literacy and numeracy; presenting persistent behaviour, emotional and social difficulties; has sensory or physical problems; or communication or interaction difficulties, the school will follow an 'Assess, Plan, Do, Review' approach (as above).

Assessments will allow the child to show what they know, understand and can do, as well as to identify any learning difficulties.

Following assessment, we will put a plan in place- a short term plan detailing appropriate interventions, such as: -

- Classroom organisation and management
- In-class support by teacher /support worker
- Small group work
- Home/school learning
- Self-regulation and emotional support
- Use of specialist equipment
- Alternative teaching strategies
- Visual supports and aids
- Language groups
- Occupational Therapy (OT)/Sensory groups

The plans will be outcome focused and the individual short-term plans are developed in collaboration with parents, other professionals and if appropriate the individual children. Progress towards these outcomes will be discussed at Parent meetings and SEN review meetings every term. Appropriate records will be maintained and shared appropriately and the progress of any child with an EHCP will be reviewed annually.

Education and Health Care Plans

For those children who have severe and complex needs, it is often necessary to apply for a Statutory Assessment for an Education, Health and Care Plan (EHCP). When an assessment is agreed the school will liaise with parents and relevant professionals to provide a coordinated assessment.
In most cases the request for a needs assessment is made during the Autumn Term before the child transitions to Reception in the following September.

'The purpose of an EHC Plan is to make special educational provision to meet the special educational needs of the child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.'
SEN Code of Practice, para 9.2

The process is as follows:
Stage 1: Is an Education, Health & Care assessment needed?
Stage 2: Preparation & consideration of existing information
Stage 3: Gathering of information and analysis
Stage 4: Consult & Agree
Stage 5: Monitor and review

Transition

In a very small number of cases parents decide to move a child to a different type of provision before their child begins primary school. In such cases staff aim to make the transition as smooth as possible for both parent and child. This usually includes visits from staff of the child's new setting, a transition meeting and whenever possible a visit to the new setting with the child (and parent).

Most children leave NINS to attend primary school (mainstream or specialist provision). Where children have an identified special need and Short-Term Plans are in place, parents will usually discuss school options with the SENCO and other professionals involved well in advance of transition.
Parents of children for whom an Educational Health Care Plan is agreed and being prepared will also meet with the Islington Early Years SEN Dept and the Educational Psychologist linked to the setting (Catherine Chamorro) to discuss this matter.

It is advisable that all parents visit a range of schools before deciding on a preference for their child. Once a decision about future schooling is made the SENCO will begin the transition process. This will normally include a visit to NINS by staff of the child's next school, a transition meeting and whenever possible a visit to the school by a member of our staff with the child (and the parent). Transition meetings allow for the sharing of information by the parents, staff at NINS, the child's new school and other professionals such as the Educational Psychologist. Wherever possible, if the

receiving school and parents so desire, a member of NINS staff will attend the first Short Term Planning meeting at the child's new school. Relevant information will be sent to the child's new setting including any reports, short term plans, a one-page profile and any care plans. There will also be an opportunity for each child's profile books to be shared at the transition meetings.

Allocation of Resources for SEN

The majority of children's needs are met through the normal funding of the school. Should a child's health care and/or learning educational needs require an additional level of support and specialist equipment we can apply to the Islington Early Years SEND funding panel.

Special funding arrangements exist for children who have the three (PELSEND) assessment places at NINS.

We ensure that where there are children with severe and complex needs, we have one support worker in addition to our statutory ratios to support them to access the curriculum.

Staff Training in SEND

The SENCO is responsible for coordinating training for all staff that is relevant and supports the children that they work with. Training is offered and delivered in a range of ways: -

- The SENCO offers guidance and support to staff directly via discussion/joint observations.
- Staff learn new information and strategies through discussions with other professionals e.g Speech and language Therapist.
- Professionals who support individual children may visit the centre and offer advice to staff and model interventions for them to continue as part of their short-term plan.
- We buy in support from the Educational Psychologist Service.
- We have invested in a speech and language therapist for half a day a week to support staff, children and families at the setting.
- Staff may attend relevant CPD courses offered by the local authority, Early Excellence Centre, and tailored training by health professionals such as a speech and language therapist.
- Staff may visit and learn from other early years settings. (E.g., links with our local nursery school settings Margaret McMillan and Kate Greenaway)
- For more information on staff experience and training at NINS see North Islington Nursery School information report September 2026.

Children with a high-level medical need

Definitions of medical condition

Children's' medical needs may be broadly summarised as being of two types:

Short-term- affecting their participation at school because they are on a course of medication. (see separate policy for managing medicines).

Long-term-potentially limiting access to education and requiring on-going support, medicines, or

care while at school to help them to manage their condition and keep them well, including monitoring and intervention in emergency circumstances. It is important that parents feel confident that the setting will provide effective support for their child's medical condition and that children feel safe.

Section 100 of the Children and Families Act 2014 places a statutory duty on governing bodies of maintained schools to make arrangements at school to support pupils with medical conditions. A child's mental and physical health should be properly supported so that they can play a full and active role in school life, remain healthy and achieve their academic potential.

Schools do not have to wait for a formal diagnosis by a medical practitioner before providing support to children. If the condition is unclear, the head teacher will have to make a judgement about what support to provide to the child, based on medical evidence available at the time that the school is made aware of an issue. In exercising this judgement, the head teacher must not ignore the views of the child or their parents or ignore medical evidence or opinion. However, the head teacher can challenge the evidence if appropriate.

At North Islington we will plan and deliver education provision according to any health care plans that are in place and where no plan is in place, work with parents and professional involved to create and comply with the recommendations.

Specific training will be organized, delivered and monitored following the advice from relevant health professionals involved. SENCO to seek support and advice from the Community Nursing Team, Diabetes Team, Early Years Development Team or Heath Visiting Team, when appropriate.

Parental Feedback and Contributions

Comments, compliments, questions and suggestions are welcome for this aspect of our work as with any other. We also recognise that there may be occasions when parents have a cause for concern. Concerns should be raised in the first instance with the SENCO who will meet with the parents concerned to resolve any difficulties. If parents are still unhappy, they may like to request a meeting with the Headteacher. If the matter is still not resolved the complaints normal procedure should be followed. Parents/carers are always welcome to spend time working alongside staff working with their children in the classroom.

Note: For guidance on the care of and the administration of medicines, please see separate policy.

Evaluating Success

This policy will be kept under review.

The governors will gauge the success of the policy by the achievements of the outcomes outlined in individual plans. In addition, evidence will be gathered regarding:

Staff awareness of individual need and quality of teaching and support of children with SEND
Success of early help and interventions
Termly updates and monitoring with SEN governor
Improved self-regulation, enabling children to engage more successfully in learning, play, and social interactions.
Consultation with parents
Where appropriate the improved attendance of children

Children's sense of their own achievements

Relationship to other policies

This policy should be read in conjunction with the policies on teaching and learning, the school curriculum, equality and behaviour policy and the school Inclusion Strategy. The accessibility plan and School Information Report are also integral to this policy.

Legal Framework

- The Equalities Act 2010
- The Code of Practice for the identification and assessment of Special Educational Needs 2015
- SEN reform 2014
- Special Educational Needs Disability and Discrimination Act 2001
- Statutory Framework for the EYFS 2014

APPENDIX 1

Definitions

A child has special educational needs if he or she has a learning difficulty which calls for special educational provision.

A child has a learning difficulty if he or she:

b) has significantly greater difficulty in learning than the majority of children of the same age; or
c) has a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LEA;
d) is under five and falls within the definition at (a) or (b) above or would do so if SEN provision was not made for the child.

Special educational provision means:

a) for a child of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools (other than special schools) in the area;
b) for a child under two, educational provision of any kind.

Children with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is, anything that is *additional to* or *different from* what is normally available in schools in the area.

For more detailed information about the specific and individual SEN support and procedures in place at NINS please refer to the SEN information report.