

Sir James Knott Nursery School and Nest



Special Education Needs and Disabilities Policy

“Achieve, Belong, Thrive”

Date of Adoption by the Governing Body:	18th May 2026
Designated member of staff's responsibility:	Mr Croft- Headteacher/ SENDCo Miss Skipsey- Deputy SENDCo/ Care, Guidance and Support Lead
Designated Governor for SEND:	Sophie Moore
Next review date:	May 2027 or earlier if new guidance becomes available



Special Educational Needs and Disabilities (SEND) at Sir James Knott Nursery School and the Nest

Introduction

Sir James Knott Nursery School and Nest specialise in providing high quality early years education for children from birth to four years of age. Our school's tagline is "Achieve, Belong, Thrive"

Links to other Documents, Guidelines and Policies

This document should be read in conjunction with the following:

- SEND Code of Practice 0-25 (September 2024)
- Keeping Children Safe in Education (September 2025)
- Working Together to Safeguard Children (March 2026)
- Children and Families Act (2014)
- Equality Act (2010)
- Disability Discrimination Act 1995 (with specific duties for education providers introduced in 2002)
- Supporting pupils with medical conditions at School (2017)
- Mental Capacity Act Code of Practice (2020)
- Local Authority Policy and Guidelines

School specific policies/guidance on:

- Behavior
- Admissions
- Child Protection and Safeguarding
- Equal Opportunities
- Accessibility Plan
- Confidentiality

SEND Information

Sir James Knott Nursery School and the Nest are committed to providing an inclusive, supportive and high-quality early years education for all children, including those with special educational needs and disabilities (SEND).

Our SEND Ethos

We believe that every child is unique and has the right to access a rich, meaningful curriculum that supports their development, well-being and independence. Inclusion is

at the heart of our practice, and we work in close partnership with families to ensure that children with SEND are supported to achieve, belong and thrive.

Our SEND Ethos 

Every child. Every mind. Every opportunity.

At our Maintained Nursery School and Birth to 2 Provision, we are committed to fostering an inclusive community where every child, including those with Special Educational Needs and/or Disabilities (SEND), is supported to **ACHIEVE**, **BELONG** and **THRIVE**.

UNIQUE AND VALUED

We celebrate every child as an individual. We recognise and respect their strengths, abilities and differences, ensuring they feel safe, seen and valued for who they are.

INCLUSIVE AND SUPPORTIVE

We create a welcoming, nurturing environment where all children can participate, learn and grow. We work together with families and professionals to ensure every child gets the support they need.

HIGH EXPECTATIONS

We believe every child can achieve and make progress. We set ambitious yet achievable goals and provide the right support to help every child reach their full potential.

Achieve  *Belong*  *Thrive*

Identifying SEND

Children's needs are identified early through:


- careful observation and assessment,
- ongoing professional dialogue between staff,
- and close communication with parents and carers.

Where concerns are identified, we follow a graduated approach in line with the SEND Code of Practice (Assess, Plan, Do, Review), ensuring support is tailored to each child's needs.




Identifying SEND in the Early Years


Every child. Every mind. Every opportunity.

At our Maintained Nursery School and Birth to 2 Provision, we are committed to identifying additional needs early so that every child receives the right support to **ACHIEVE**, **BELONG** and **THRIVE**.







OBSERVATION AND ASSESSMENT

-  We observe children in their play, learning and interactions across a range of environments and experiences.
-  We use ongoing assessment to understand each child's strengths, interests and areas where they may need additional support.
-  We look for any signs that a child may be finding it more difficult to access learning or participate fully.








PROFESSIONAL DIALOGUE

-  We share information and concerns with colleagues, including our SENCO, to gain different perspectives.
-  We draw on a range of expertise within our setting and from outside agencies when needed.
-  We take a collaborative approach to ensure that all children receive the support they need, when they need it.



COMMUNICATION WITH FAMILIES

-  We work in partnership with families, listening to their knowledge and understanding of their child.
-  We keep open and honest conversations, sharing observations and next steps.
-  Together, we create personalised support plans that reflect each child's individual needs and celebrate their strengths.

Achieve  Belong  Thrive

Supporting Children with SEND

Support for children with SEND includes:


- high-quality, inclusive universal provision for all children,
- targeted strategies and reasonable adjustments,
- individual support plans where appropriate,
- a strong focus on communication, emotional regulation and well-being,
- and access to specialist advice and support when needed.

Children with SEND are supported to take part fully in all aspects of nursery life, with high expectations for progress and development.

Supporting Children with SEND


Every child. Every mind. Every opportunity.

At our Maintained Nursery School and Birth to 2 Provision, we are committed to providing the right support at the right time, so every child can **ACHIEVE**, **BELONG** and **THRIVE**.




INCLUSIVE PROVISION

- ♥ We create a welcoming, accessible and stimulating environment where every child can participate and succeed.
- ♥ We adapt our environments, activities and resources to remove barriers and meet the diverse needs of all children.
- ♥ We promote belonging, celebrate diversity and build a culture of respect and empathy.



TARGETED SUPPORT

- ♥ We identify additional needs early and provide personalised support that helps children to make progress.
- ♥ We use strategies that are tailored to each child's strengths, interests and individual goals.
- ♥ We regularly review and adapt support to ensure it remains effective and meaningful.



SPECIALIST ADVICE AND SUPPORT

- ♥ We work in partnership with specialists and external services to ensure children receive the best possible support.
- ♥ We value the knowledge and expertise of professionals to inform our practice and enhance outcomes.
- ♥ We involve families every step of the way, working together to support each child's journey.

Achieve ♥ *Belong* ♥ *Thrive*

SENDCo and Staff Expertise

The school has the Headteacher who is undertaking his NPQ SENCO qualification who oversees SEND provision across both the Nursery School and The Nest. The SENDCo works closely with staff, families and external professionals to coordinate support and ensure consistency.

We also have a Deputy SENDCo who works in conjunction with the SENDCo.

All staff receive regular professional development to strengthen inclusive practice, adaptive teaching and understanding of SEND, including support for babies and toddlers.

SENDCo and Staff Expertise with SEND

Every child. Every mind. Every opportunity.

At our Maintained Nursery School and Birth to 2 Provision, our knowledgeable and dedicated team work together to ensure every child can **ACHIEVE**, **BELONG** and **THRIVE**.



SKILLED AND INFORMED

- Our SENDCo is a qualified and experienced specialist in supporting children with SEND.
- Our staff have a strong understanding of a range of needs and how to support children in inclusive ways.
- We use our expertise and knowledge to identify needs early and provide the right support at the right time.



ONGOING TRAINING

- We invest in regular training and professional development to keep our knowledge and practice up to date.
- We stay informed about current research, strategies and resources to better support all children with SEND.
- We reflect, learn and grow as a team to continually improve outcomes for the children we support.



WORKING TOGETHER

- Our SENDCo provides guidance, support and coaching to staff.
- We work collaboratively as a team, sharing ideas, strategies and successes.
- Together, we create a consistent, nurturing environment where every child feels supported to thrive.

Achieve  *Belong*  *Thrive*

Working with Parents and Carers

We value parents and carers as key partners in supporting children with SEND. We ensure regular communication through meetings, reviews and informal discussions, and we actively involve families in decision-making about their child's support.

Working with Parents and Carers

Every child. Every mind. Every opportunity.

At our Maintained Nursery School and Birth to 2 Provision, we believe that strong partnerships with parents and carers are key to helping every child **ACHIEVE**, **BELONG** and **THRIVE**.




LISTEN

- We listen to you. Your knowledge of your child is invaluable.
- We value your views, experiences and aspirations.
- We create a safe space for open, honest and respectful conversations.



COLLABORATE

- We work together as partners, combining our knowledge and expertise.
- We share information and plan support that is tailored to your child's needs.
- We celebrate your child's strengths and achievements together.



INVOLVE

- We involve you in decisions about your child's learning and support.
- We keep you informed every step of the way.
- We encourage and welcome your involvement in nursery life.

Achieve  *Belong*  *Thrive*

External Agencies and Services

Where appropriate, we work closely with a range of external professionals, including:

- Health visitors,
- Speech and language therapists,
- Early years advisory services,
- and other relevant specialists.

This collaborative approach ensures children receive timely, coordinated support.

External Agencies and Services 

Every child. Every mind. Every opportunity.

At our Maintained Nursery School and Birth to 2 Provision, we work in partnership with a range of external agencies and services to ensure children with SEND receive the right support at the right time, so they can **ACHIEVE, BELONG** and **THRIVE**.

 HEALTH VISITORS	 SPEECH AND LANGUAGE SPECIALISTS	 EARLY YEARS INCLUSION SERVICE	 OTHER SPECIALISTS
<ul style="list-style-type: none">♥ We work closely with Health Visitors to support your child's health, development and wellbeing.♥ They provide guidance, advice and support for families and staff.♥ Together, we promote healthy starts and positive outcomes for every child.	<ul style="list-style-type: none">♥ We collaborate with Speech and Language Specialists to support children's communication and language development.♥ They help us to identify needs early and provide strategies that support progress.♥ We work together to help every child find their voice.	<ul style="list-style-type: none">♥ We access the Early Years Inclusion Service for advice, resources and tailored support.♥ They help us strengthen our inclusive practice and remove barriers to learning.♥ Together, we create inclusive environments where all children can thrive.	<ul style="list-style-type: none">♥ We work with a range of other specialists, such as Occupational Therapists, Educational Psychologists and Behaviour Support Services.♥ Their expertise helps us understand and support each child's individual needs.♥ We value every contribution in helping children ACHIEVE, BELONG and THRIVE.

Achieve  *Belong*  *Thrive*

Supporting Children in the Nest (Birth to Two Provision)

At the Nest, SEND support focuses on:

- early identification of developmental needs,
- secure attachments and consistent key-person relationships,
- communication, sensory development and emotional well-being,
- and strong partnership working with families and health professionals.

Support is embedded within everyday care and routines to ensure babies and toddlers feel safe, valued and supported.

Supporting Children in the Nest

(Birth to Two Provision)
Every child. Every mind. Every opportunity.

At our Maintained Nursery School and Birth to 2 Provision, we provide nurturing, responsive care and early support so that every child can **ACHIEVE, BELONG and THRIVE.**




EARLY IDENTIFICATION

-  We observe and follow children's individual development closely.
-  We use ongoing assessments to identify needs early.
-  We act promptly to provide the right support at the right time.



COMMUNICATION AND SENSORY DEVELOPMENT

-  We create rich communication experiences through talking, singing, books and interaction.
-  We provide sensory-rich environments to explore, discover and learn.
-  We support each child to build confidence, connection and curiosity.



PARTNERSHIP WORKING

-  We work closely with families, sharing information and celebrating progress.
-  We build strong relationships with external professionals and agencies.
-  Together, we support every child to grow, develop and thrive in their early years.

Achieve  *Belong*  *Thrive*

Reviewing Progress and Transitions

Children's progress is reviewed regularly to ensure support remains effective and responsive. Transitions, including moving within the setting or onto the next stage of education, are carefully planned to ensure continuity and reassurance for children and families.

Reviewing Progress and Transitions

Every child. Every mind. Every opportunity.

At our Maintained Nursery School and Birth to 2 Provision, we regularly review progress and plan for smooth transitions, so every child can **ACHIEVE, BELONG and THRIVE.**



REGULAR MEETINGS

-  We meet regularly with families to talk about your child's progress, strengths and next steps.
-  We listen to your views and celebrate achievements together.
-  We review support plans and adapt provision to ensure your child continues to make progress.



TRANSITION PLANNING

-  We plan carefully for changes and new settings to help ensure a smooth and positive transition.
-  We work closely with families, settings and professionals to share information and build continuity.
-  We prepare children step by step to build confidence and help them feel safe and ready for the next stage.

We're here to help you through any concerns and find the right support you need to get the best for your child 

Achieve  *Belong*  *Thrive*

Complaints and Further Support

If parents or carers have concerns about SEND provision, they are encouraged to speak to their child's key person or the SENDCo in the first instance. Further information and support are also available through the local authority's SEND services.

Complaints and Further Support

Every child. Every mind. Every opportunity.

At our Maintained Nursery School and Birth to 2 Provision, we believe in clear communication and working in partnership with families, so every child can **ACHIEVE**, **BELONG** and **THRIVE**.

- SPEAK TO US FIRST**
 - ♥ We encourage you to speak to us as soon as possible if you have any questions, concerns or need support.
 - ♥ Talking things through early often helps us to resolve any issues quickly and positively.
 - ♥ Please speak to your child's key person or a member of the management team.
- EXTERNAL HELP AND SUPPORT**
 - ♥ **Parent Partnership Services**
Provides free, confidential and impartial support for families.
 - ♥ **SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service)**
Provides impartial advice and support.
 - ♥ **Other services and professionals**
We can help you find the right support for your child and family.
- COMPLAINTS PROCEDURE**
 - ♥ If your concern is not resolved, you can make a formal complaint.
 - ♥ A copy of the complaints procedure is available on our website.

We're here to help you work through any concerns and find the support you need to get the best for your child.

Achieve ♥ *Belong* ♥ *Thrive*

Special Educational Needs and Disabilities Intent

At Sir James Knott Nursery School and the Nest, we are committed to ensuring that all children, including those with special educational needs and disabilities (SEND), are supported to achieve, belong and thrive.

SEND - Intent


Our intent is to provide an inclusive, nurturing and high-quality early years education where every child is valued as an individual and supported to reach their full potential. We aim to identify children's additional needs early, remove barriers to learning and provide the right support at the right time.

We believe that inclusion is a shared responsibility and that high-quality universal provision benefits all children. Our SEND practice is rooted in strong relationships, high expectations and a deep understanding of child development, ensuring children with SEND are fully included in all aspects of nursery life from birth through to nursery education.

SEND Intent

Our Aims and vision is to: 


At our Maintained Nursery School and Birth to 2 Provision, we are committed to meeting the needs of all children, including those with Special Educational Needs and Disabilities (SEND).



Provide an Inclusive Environment


We create a safe, welcoming and nurturing environment where every child feels valued, respected and supported to be themselves. We remove barriers to learning and celebrate diversity.






Identify Needs as Early as Possible


We recognise and identify additional needs early, through careful observation and working closely with families and external professionals. Early identification enables us to provide the right support at the right time.





Support every Child to Thrive

We provide high quality, individualised support that helps every child to build their confidence, develop their skills and reach their full potential. We work in partnership with families to support each child's unique journey to success.



Every child. Every mind. Every opportunity.  

Special Educational Needs and Disabilities Implementation



We deliver our SEND provision through a graduated, needs-led approach that is embedded across both the Nursery School and the Nest.

This includes:


- high-quality universal provision through a well-sequenced, inclusive curriculum,
- early identification through careful observation, assessment and ongoing dialogue with families,
- targeted support and reasonable adjustments to meet individual needs,
- close collaboration between the SENDCo, teaching staff and key persons,
- partnership working with parents, carers and external professionals, including health and early years services,
- clear individual support plans where required, with regular review and adaptation,
- and a strong focus on communication, emotional well-being and self-regulation.

Staff receive regular professional development to strengthen inclusive practice, adaptive teaching and understanding of SEND, ensuring children are supported consistently and sensitively across both settings.

SEND Implementation


How we Support Children:  


At our Maintained Nursery School and Birth to 2 Provision, we are committed to providing high quality, inclusive support so every child can **ACHIEVE, BELONG and THRIVE.**



Early Identification and Assessment


- ✓ We observe, listen and get to know each child as an individual.
- ✓ We identify any additional needs as early as possible.
- ✓ We use assessments and discussions with parents to understand how best to support each child.






Tailored Plans and Support


- ✓ We create individual support plans based on each child's needs and strengths.
- ✓ We provide targeted support and adapt our environment and teaching to help every child succeed.
- ✓ We regularly review progress and adjust support to meet changing needs.






Work with Parents and Professionals

- ✓ We work in partnership with parents and carers every step of the way.
- ✓ We collaborate with external professionals to ensure children get the right support.
- ✓ We value everyone's input and work together to achieve the best outcomes for each child.



*We believe in removing barriers, building confidence and celebrating every achievement – so every child can **ACHIEVE, BELONG and THRIVE.*** 

Special Educational Needs and Disabilities Impact

As a result of our inclusive approach:

- children with SEND are supported to make strong progress from their individual starting points,
- children feel safe, valued and confident, with a strong sense of belonging,
- families feel listened to, informed and actively involved in their child's development,
- children are supported to develop communication, independence and emotional resilience,
- and transitions, both within the nursery and beyond, are well planned and supportive.

Our SEND provision is monitored and reviewed regularly by leaders and governors to ensure it remains effective, responsive and aligned with best practice. This enables us to continually improve outcomes for children with SEND and ensure every child is given the best possible start in life.



Supporting SEND Learners through an Adapted Curriculum

Our Philosophy

At Sir James Knott Nursery School and the Nest, we believe that every child deserves an inclusive, engaging, and meaningful early years education. For our children with Special Educational Needs and Disabilities (SEND), we adapt the curriculum to ensure that learning is accessible, personalised, and empowering.

We use the Cherry Garden SEND Assessment Framework as a key part of this approach. This framework helps us to understand children's learning and development in a rich, holistic way - focusing on engagement, cognition, communication, and interaction - not just outcomes. It supports us to see the child first, understand how they learn best, and tailor experiences to meet their unique strengths and needs.

Our Philosophy for Supporting SEND Learners

through an adapted curriculum

We believe every child is unique and deserves the very best start in life. Our adapted curriculum ensures that all children are included, supported and empowered to thrive.



EVERY CHILD MATTERS

We see the potential in every child. We celebrate who they are, what they can do and the strengths they bring.



ACCESSIBLE LEARNING

We create inclusive learning environments where teaching, resources and spaces are adapted to meet individual needs.



FLEXIBLE APPROACHES

We tailor our curriculum and teaching to suit each child, using a range of strategies, interventions and communication approaches.



ACHIEVING POTENTIAL

We set aspirational yet achievable goals and support every child to make progress from their starting points.



BUILDING CONFIDENCE

We nurture self-belief and independence, celebrating small successes and helping children feel proud of who they are.



REMOVING BARRIERS

We work in partnership with families and professionals to identify and remove barriers to learning and participation.

At the heart of everything we do



INCLUSION

Everyone belongs. Everyone is valued.



ADAPTABILITY

We adapt to meet needs, embracing change and finding what works.



EMPATHY

We listen, we care, and we understand each child as an individual.

We are committed to ensuring every child has the opportunity to learn, develop and thrive. Different paths, same destination: a bright future.

How We Adapt the Curriculum

We make adaptations in the following ways:

1. Individualised Assessment and Planning

We use the Cherry Garden Framework to assess how each child learns: how they engage with people, environments, activities, communication, and play. This supports us to plan experiences that are truly responsive, rather than one-size-fits-all.

2. Flexible Learning Experiences

Children are offered learning opportunities that match their pace and style of learning. This might include adapted resources, differentiated tasks, or alternative ways of engaging with activities so that each child can participate meaningfully.

3. Communication-Rich Environments

We adapt how we support communication - using visuals, signs, modelling language, and personalised strategies - so that children with differing needs can express themselves, understand others, and participate in routines and interactions.

4. Relationships and Interaction

Strong, attuned relationships with practitioners are at the heart of our practice. By using the Cherry Garden Framework, we deepen our understanding of how each child responds to social interaction and adjust our support accordingly - whether that means more time for processing, enriched parallel play, or tailored adult scaffolding.

5. Continuous Reflection and Adjustment

Curriculum adaptation is ongoing. We continually observe, reflect, and adjust learning experiences, using the Framework to guide our decisions and track progress over time.

We share this information with families and multi-agency partners where appropriate, ensuring a coherent and supportive approach.

Sir James Knott
Nursery School and Nest

How We Adapt the Curriculum for SEND Learners

through an adapted curriculum

We remove barriers and promote inclusion by adapting our teaching so every child can access learning, build confidence and achieve their potential.

- PERSONALISED LEARNING PLANS**
We create individual plans that reflect each child's strengths, needs and interests.
- SIMPLIFIED INSTRUCTIONS**
We use clear, short and consistent instructions, broken down into small, manageable steps.
- MULTI-SENSORY ACTIVITIES**
We engage different senses to support understanding, retention and engagement.
- VISUAL AIDS**
We use visuals, schedules, symbols and real objects to support communication and understanding.
- FLEXIBLE ASSESSMENTS**
We assess in a variety of ways to show what children know and understand, not just through written work.
- EXTENDED TIME**
We allow additional time for processing, practice and completing tasks without pressure.
- ASSISTIVE TECHNOLOGY**
We use tools and technology to support access, communication and independence.

Our approach is child-centred, inclusive and flexible.
We adapt, we support, we empower.

We believe that with the right support, every child can learn, grow and thrive.

What This Means for Your Child

- Your child's learning is centred around their strengths and interests
- Their environment and activities are meaningfully adapted to support access and engagement
- We monitor progress using a rich, play-led, development-centred lens
- We work in partnership with you to set goals and celebrate achievements

Every child's learning journey is unique, and we are committed to providing an inclusive curriculum that enables all children - including those with SEND - to thrive in their early years.

What This Means for Your Child

Supporting SEND Learners

through an adapted curriculum

We adapt our curriculum to remove barriers and unlock potential.
This means your child is supported to thrive, feel valued and achieve success in their own way.

 <p>LEARNING AT THEIR PACE</p> <p>We give your child the time they need to understand, practice and achieve, without pressure.</p>  <p>Steady progress, lasting learning.</p>	 <p>LEARNING IN DIFFERENT WAYS</p> <p>We use a range of teaching strategies and resources to match how your child learns best.</p>  <p>Different ways, same goal.</p>	 <p>ENGAGING EXPERIENCES</p> <p>We plan exciting, meaningful activities that spark curiosity, build skills and support real progress.</p>  <p>Motivated minds, real connections.</p>	 <p>CONFIDENCE AND WELLBEING</p> <p>We nurture self-belief, independence and emotional wellbeing so your child can shine.</p>  <p>Happy, confident and ready to learn.</p>	 <p>RECOGNISING ACHIEVEMENTS</p> <p>We celebrate every achievement, big or small, and help your child see how far they've come.</p>  <p>Proud moments, building self-esteem.</p>	 <p>ONGOING SUPPORT: CLEAR GOALS</p> <p>We work in partnership with you to set clear goals and adjust support to meet your child's needs.</p>  <p>Working together for your child's future.</p>
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Every child is unique. Every child is valued.
With the right support, every child can thrive.

Cherry Garden Branch Maps

The Cherry Garden Branch Maps are a specialist assessment framework developed by Cherry Garden School to support the learning and progress of children with special educational needs and complex support requirements who are working below Year 1 expectations.

Unlike traditional linear assessment systems, the Branch Maps take a holistic, child-centred approach to capturing progress across the breadth of a child's skills and experiences. They have been created from many years of SEN teaching experience and are designed to reflect the unique developmental pathways that children with SEND often follow.

There are six Branch Maps, each aligned with a key area of the curriculum. These maps provide educators with clear, developmentally-appropriate milestones, supporting planning and assessment in a way that celebrates both linear and lateral progress.

Please click on the link for further information:
<https://www.cherrygardenschool.co.uk/branch-maps/>

The Graduated Approach

At Sir James Knott Nursery School and the Nest, we use a graduated approach to ensure that children who may have additional needs are supported in a timely, effective and inclusive way.

The graduated approach is a step-by-step process used in early years settings to identify needs early, put appropriate support in place and review the impact of that support over time. It ensures that help is needs-led, proportionate and responsive, rather than one-size-fits-all.

Assess

Children's development is monitored through careful observation, assessment and ongoing professional discussion. We work closely with parents and carers to build a full picture of each child's strengths, interests and any areas of concern. This early identification helps us to understand barriers to learning and plan the right support.

Plan

Where additional support is needed, staff, the SENDCo and families work together to agree clear outcomes and strategies. Support is planned around the child's individual needs and may include reasonable adjustments, targeted strategies or specific interventions. Parents and carers are fully involved in this process.

Do

Planned support is put into practice by the child's key person and teaching staff as part of everyday routines and learning. Support is embedded within high-quality inclusive provision, ensuring children remain fully involved in all aspects of nursery life.

Review

Children's progress is reviewed regularly to evaluate the effectiveness of the support in place. Adjustments are made where needed to ensure the child continues to make progress. Parents and carers are kept informed and involved throughout.

Working Together

The graduated approach emphasises partnership working. Where appropriate, we work with external professionals, such as health visitors, speech and language therapists and early years advisory services, to strengthen support and ensure children receive the right help at the right time.

Our Commitment

By using the graduated approach, we ensure that:

- children's needs are identified early,
- support is flexible and responsive,
- high expectations are maintained for all children,
- and children feel included, supported and valued.

This approach enables us to support every child to achieve, belong and thrive, while working closely with families to secure the best possible outcomes.

North Tyneside Local Offer

At Sir James Knott Nursery School and the Nest, we work closely with families and external professionals to ensure every child receives the right support at the right time. As part of this, we signpost families to the North Tyneside SEND Local Offer, a valuable source of information, advice and guidance.

The Local Offer is an online resource which brings together information about education, health and social care services for children and young people aged 0–25 with Special Educational Needs and/or Disabilities (SEND). It helps families to understand what support is available in the local area and how to access it.

How the Local Offer Supports Families

The North Tyneside Local Offer provides:

- Clear information about early years support and childcare provision
- Guidance if you are concerned about your child's development
- Details of health, education and social care services
- Advice on the SEND support process, including assessments and next steps
- Information about local activities, support groups and services

For families in the early years, this is particularly important as it supports early identification and intervention, helping children to access the support they need as early as possible.

Working in Partnership

We encourage all families to explore the Local Offer as part of our commitment to **working in partnership**. It complements the support we provide within our setting and ensures that families feel informed, supported and confident in accessing wider services.

For further information, please refer to website:

<https://www.northtyneside.gov.uk/send-local-offer>

Early Years Inclusion Service in North Tyneside

At Sir James Knott Nursery School and the Nest, we work closely with the Early Years Inclusion Service (EYIS) to ensure that every child in their early years has the best possible start and the opportunity to thrive.

The Early Years Inclusion Service is part of the North Tyneside Early Years Partnership and aims to support children aged birth to 4 (prior to their Reception year) who have, or may have, special educational needs and/or disabilities (SEND). The service works with families, early years settings, and schools to ensure that every child is accepted, included and well supported in their early learning environment.

What the Service Offers

- **Support for Settings** – EYIS supports early years settings and schools to develop confidence and expertise in meeting diverse needs.
- **Inclusion Guidance and Training** – A range of training, SEND surgeries, and professional networks are available to help staff better understand and plan for individual children’s learning and wellbeing.
- **Partnership Working** – The service works closely with parents/carers and professionals to help families understand how their child’s needs are being met, and to support transitions into school when the time comes.
- **Early Identification** – EYIS contributes to identifying needs early so that children can benefit from the right support at the right time.

By working together with the Early Years Inclusion Service, we ensure that all children accessing early years education in our community are supported, included and able to make positive progress in their learning and development.

For further information, please refer to website:

<https://education.northtyneside.gov.uk/education-north-tyneside/early-years-inclusion-service/>

Parent Advice Early Years Inclusion Service Padlet

North Tyneside Early Years Inclusion Service have produced a parent advice Padlet. Please use this Padlet for gaining support with your child's SEND needs. The Padlet is updated on a regular basis.

For further information, please refer to website:

<https://padlet.com/eyis1/parent-advice-early-years-inclusion-service-5bba4puk22b2nekq>

Areas of Need

The SEND Code of Practice (2015) identifies four broad areas of special educational need and disability (SEND). A child or young person may experience difficulties within one area or across several areas of need. Identification and assessment should consider the full range of a child’s strengths and needs rather than focusing solely on a primary need. The type and level of need may impact children in different ways and can change over time.

Children whose difficulties are solely related to English as an Additional Language (EAL) are not regarded as having special educational needs, although they may still require differentiated support and provision.

The four broad areas of need are outlined below:

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) may experience difficulties with communicating and interacting with others. These challenges may include expressing themselves, understanding spoken language, processing information, or using and understanding the social rules of communication. Each child's communication profile is unique and may change over time.

Children and young people with Autism Spectrum Disorder (ASD), including autism and Asperger syndrome, are also likely to experience differences in social interaction, communication and understanding. They may require support to develop social communication, flexibility of thinking, imagination and emotional understanding.

At Sir James Knott Nursery School, we recognise that communication takes many forms and is not limited to spoken language. Children may communicate through Makaton, British Sign Language (BSL), gestures, eye contact, facial expressions, hand guidance, visual supports, body language and other non-verbal methods of communication. We value and support all forms of communication to ensure children can express themselves and feel understood.

Cognition and Learning

Children and young people with cognition and learning difficulties may require additional support when they learn at a slower pace than their peers, even when high-quality teaching and appropriate differentiation are in place. Learning difficulties can range from moderate learning difficulties (MLD) to severe learning difficulties (SLD), where children are likely to require support across many areas of learning and development. Some children may also experience profound and multiple learning difficulties (PMLD), which can include complex medical, physical, sensory and communication needs.

Specific learning difficulties (SpLD) affect one or more particular aspects of learning and may include dyslexia, dyscalculia and dyspraxia. Support is tailored to meet individual strengths and needs, enabling children to make progress and access a broad and balanced curriculum.

Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social, emotional and mental health (SEMH) difficulties which can impact on their wellbeing, relationships, behaviour and ability to access learning. These needs may present in different ways, including becoming withdrawn, anxious or isolated, as well as through challenging, disruptive or distressed behaviours.

Some children may experience difficulties with emotional regulation, attachment, trauma, self-esteem, anxiety or mental health needs that require additional nurture, understanding and support. At Sir James Knott Nursery School, we recognise the importance of creating emotionally available, nurturing and relational environments where children feel safe, valued and supported. Approaches such as co-regulation, Emotion Coaching, visual supports and consistent routines are used to help children develop resilience, self-regulation and positive relationships over time.

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability or physical need which affects their ability to access the educational facilities and experiences generally available to others of the same age. These needs may change over time and can require specialist support, equipment or adaptations to the environment.

This area includes children with vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), physical disabilities or complex medical needs. Children with MSI experience a combination of both vision and hearing difficulties. Many children may require specialist resources, accessibility adaptations, therapy input or habilitation support to enable them to participate fully in learning and daily experiences.

At Sir James Knott Nursery School and the Nest, we are committed to providing an inclusive environment where reasonable adjustments are made to support children's access, participation, independence and wellbeing.

SEND Code of Practice

At Sir James Knott Nursery School, we follow the principles and statutory guidance set out within the *Special Educational Needs and Disability Code of Practice: 0–25 years* (2024). The SEND Code of Practice provides guidance for schools, early years settings, local authorities and other agencies on identifying, assessing and supporting children and young people with special educational needs and disabilities (SEND).

The Code of Practice promotes a person-centred, inclusive approach which places children and families at the heart of decision-making. We are committed to working in partnership with parents, carers and external professionals to ensure that children's individual strengths, interests and needs are identified early and supported effectively.

In line with the SEND Code of Practice, we aim to:

- Identify and support children with SEND as early as possible
- Ensure all children have access to a broad, balanced and inclusive curriculum
- Remove barriers to learning and participation
- Promote positive outcomes for children with SEND
- Work collaboratively with families and outside agencies
- Ensure children with SEND are fully included within all aspects of nursery life
- Use the graduated approach of *Assess, Plan, Do, Review* to monitor and evaluate support and provision

We recognise that every child is unique and that children develop and learn in different ways and at different rates. Through high-quality teaching, inclusive practice and targeted support, we strive to help every child achieve, belong and thrive within our nurturing early years environment.

Safeguarding and Keeping Children Safe

At Sir James Knott Nursery School and Nest, safeguarding and promoting the welfare of children is everyone's responsibility. We are committed to ensuring that all children, including those with special educational needs and disabilities (SEND), are protected, safe and supported to thrive within an inclusive and nurturing environment.

This policy should be read alongside our Safeguarding and Child Protection Policy and reflects the statutory guidance set out in *Keeping Children Safe in Education (KCSIE) September 2025*. We recognise that children with SEND can face additional safeguarding challenges and may be more vulnerable to abuse, neglect, exploitation, bullying or peer-on-peer abuse. Some children may have communication difficulties, sensory needs or differences in understanding which can make it harder for them to recognise, report or communicate concerns.

Staff are aware that children with SEND may:

- Be more vulnerable to social isolation or exclusion
- Have difficulties with communication or understanding
- Be more likely to experience bullying, discrimination or peer-on-peer abuse
- Require additional support to express worries or disclose concerns
- Have behaviours, emotional responses or presentation that may mask safeguarding concerns

At Sir James Knott Nursery School and Nest, all staff receive safeguarding training, including understanding the additional vulnerabilities and barriers that children with SEND may experience. Staff work closely with families, the SENDCo, safeguarding leads and external professionals to ensure children receive the right support at the right time.

We are committed to creating a culture where all children feel safe, valued, listened to and respected. Through nurturing relationships, inclusive practice, effective communication strategies and emotionally responsive environments, we aim to ensure that every child can access support, develop positive wellbeing and remain safe from harm.

Inclusion and the Ofsted Inspection Toolkits

At Sir James Knott Nursery School and Nest, inclusion is at the heart of our vision and practice. We are committed to ensuring that all children, including those with special educational needs and disabilities (SEND), are fully included, valued and supported to achieve their individual potential within a nurturing and enabling environment.

Our approach reflects the expectations outlined within the Ofsted *State-Funded School Inspection Toolkit and Early Years Inspection Toolkit*, particularly in relation to inclusion, safeguarding, curriculum, personal development and leadership. We strive to ensure that children with SEND are identified early, supported effectively and provided with equitable opportunities to access learning, develop independence and experience a strong sense of belonging within nursery life.

We recognise that high-quality inclusive practice is embedded through:

- A broad, balanced and ambitious curriculum that is adapted to meet the needs of all learners
- High-quality interactions and responsive teaching strategies
- Strong relationships with children, families and external professionals
- Early identification, assessment and targeted support
- Inclusive environments that remove barriers to learning and participation
- Effective safeguarding procedures and emotionally available practice
- A focus on children’s communication, wellbeing, personal development and independence

Leaders, staff and governors regularly monitor and evaluate the effectiveness of SEND provision through ongoing self-evaluation, professional dialogue, learning walks, child-centred reviews and partnership working with families and external agencies. This helps to ensure that provision remains inclusive, responsive and aligned with the needs of our children and community.

Through our inclusive ethos and commitment to continual improvement, we aim to ensure that every child is supported to achieve, belong and thrive.

The Role of the SENDCo and Deputy SENDCo

At Sir James Knott Nursery School and the Nest, the Special Educational Needs and Disabilities Coordinator (SENDCo) and Deputy SENDCo play a key role in ensuring that children with special educational needs and disabilities (SEND) are identified early, supported effectively and fully included within all aspects of nursery life.

The SENDCo works closely with children, families, staff, governors and external professionals to coordinate and monitor provision for children with SEND. They provide guidance and support to practitioners, helping to ensure that inclusive practice is embedded across the setting and that children’s individual needs are met through high-quality teaching, targeted support and reasonable adjustments.

The responsibilities of the SENDCo include:

- Overseeing the day-to-day operation of the SEND policy
- Coordinating provision for children with SEND
- Supporting the early identification and assessment of needs
- Working in partnership with parents and carers
- Liaising with external agencies and professionals
- Supporting staff through advice, guidance and professional development
- Monitoring children’s progress and the impact of interventions and support
- Ensuring appropriate records and documentation are maintained
- Promoting inclusive practice and removing barriers to learning and participation
- Supporting transitions within nursery and to future educational settings

The Deputy SENDCo supports the SENDCo in carrying out these responsibilities and helps to ensure continuity of support, communication and provision across the setting. They may work directly alongside children, families and staff, contribute to monitoring and review processes and support the implementation of strategies and interventions within the learning environment.

Together, the SENDCo and Deputy SENDCo help to promote a nurturing, inclusive and child-centred approach where every child is valued, supported and encouraged to achieve, belong and thrive.

The Role of Governors and Staff

At Sir James Knott Nursery School and Nest, all staff and governors share responsibility for promoting an inclusive environment where children with special educational needs and disabilities (SEND) are supported to achieve, belong and thrive.

The Role of Governors

The Governing Body has a statutory responsibility to ensure that the nursery fulfils its duties in relation to SEND in line with the SEND Code of Practice (2015), the Equality Act 2010 and relevant safeguarding legislation. Governors work alongside leaders to monitor the effectiveness of SEND provision and ensure that children with SEND are able to access a broad, balanced and inclusive curriculum.

Governors support the strategic development of SEND provision by:

- Ensuring that appropriate provision is in place for children with SEND
- Monitoring the implementation and effectiveness of the SEND policy
- Promoting equality of opportunity and inclusive practice
- Ensuring that SEND funding and resources are used effectively
- Supporting leaders to fulfil statutory responsibilities
- Receiving updates regarding SEND provision, progress and outcomes
- Working with leaders to ensure safeguarding arrangements effectively support children with SEND

The Governing Body have appointed a Link Governor for SEND who works closely with the SENDCo and leadership team to support monitoring, challenge and strategic development.

The Role of Staff

All staff are teachers of children with SEND and play an important role in identifying, supporting and promoting positive outcomes for every child. Staff are responsible for delivering high-quality inclusive practice and ensuring that children with SEND can participate fully in all aspects of nursery life.

Staff responsibilities include:

- Providing high-quality teaching and inclusive learning experiences
- Identifying and responding to emerging needs at an early stage
- Implementing agreed strategies, targets and support plans
- Working collaboratively with the SENDCo, Deputy SENDCo and external professionals
- Building positive relationships with children and families
- Monitoring children's progress, wellbeing and development
- Promoting children's independence, communication and emotional wellbeing

- Creating nurturing, enabling and emotionally responsive environments

At Sir James Knott Nursery School and Nest, we value ongoing professional development and reflective practice to ensure staff have the knowledge, skills and confidence to meet the diverse needs of all children. Through collaborative working and a shared commitment to inclusion, we aim to ensure every child feels safe, valued and supported within our nursery community.

Admissions for Children with Special Educational Needs and/or Disabilities

At Sir James Knott Nursery School and the Nest, we are committed to providing an inclusive, welcoming and nurturing environment where all children are valued and supported to achieve, belong and thrive. We welcome applications from all children, including those with special educational needs and/or disabilities (SEND).

Admissions for children with SEND are managed in line with the nursery's admissions arrangements, the SEND Code of Practice (2015), the Equality Act 2010 and the Early Years Foundation Stage (EYFS) statutory framework. We recognise the importance of early identification, partnership working and careful transition planning to ensure children and families receive the support they need from the outset.

Where a child has identified SEND, we work closely with parents and carers, previous settings, health professionals, local authority services and other relevant agencies to gather information and plan effectively for a successful transition into nursery. This may include additional visits, transition meetings, visual supports, personalised planning or adaptations to the environment and provision.

We are committed to making reasonable adjustments to ensure children with SEND are able to access the curriculum, learning environments and wider nursery experiences alongside their peers. Provision is planned according to children's individual strengths, interests and needs to promote inclusion, participation, independence and wellbeing.

Admission to Sir James Knott Nursery School does not depend upon a child's level of need or disability. We aim to work collaboratively with families and professionals to ensure that every child feels safe, supported and included within our nursery community.

Education, Health and Care Plans (EHCPs)

An Education, Health and Care Plan (EHCP) is a legal document for children and young people aged 0–25 who require more support than is normally available through high-quality teaching and targeted SEND support. EHCPs are issued by the Local Authority following an Education, Health and Care Needs Assessment and outline a child's special educational needs, outcomes and the provision required to support them.

At Sir James Knott Nursery School and the Nest, we work closely with parents and carers, the Local Authority and external professionals to support children with Education, Health and Care Plans and those undergoing an EHCP assessment process. We are committed to ensuring that children with EHCPs are fully included within all aspects of

nursery life and receive personalised provision tailored to their individual strengths and needs.

Provision for children with EHCPs may include:

- Individualised targets and outcomes
- Adapted teaching approaches and environments
- Specialist resources or equipment
- Additional adult support where appropriate
- Support from external professionals and agencies
- Personalised communication, sensory or emotional regulation strategies
- Enhanced transition planning and partnership working with families

Children's progress, wellbeing and provision are regularly reviewed through the graduated approach of *Assess, Plan, Do, Review* alongside annual review meetings for children with an EHCP. Parents and carers are central to this process and are supported to contribute to planning, reviewing outcomes and decision-making regarding their child's support.

We believe that every child should have access to an ambitious, inclusive and nurturing early years experience. Through collaborative working and personalised support, we aim to help children with EHCPs develop confidence, independence, communication and positive outcomes across all areas of learning and development.

Children and Young People with SEND: Specific Circumstances

At Sir James Knott Nursery School and Nest, we recognise that some children and young people with special educational needs and disabilities (SEND) may have additional vulnerabilities or individual circumstances which require further consideration, targeted support and multi-agency working. We are committed to ensuring that all children are fully supported, safeguarded and included within nursery life, regardless of their personal circumstances.

This may include children and young people who:

- Are looked-after children (LAC) or previously looked-after children
- Have social care involvement, including those identified as children in need
- Are educated out of area, within alternative provision, in hospital or at home
- Are children of service personnel
- Are involved with the youth justice system or youth custody services

We recognise that children with SEND who are also looked after or have experienced adverse childhood experiences may face additional barriers to learning, emotional wellbeing, attachment and development.

At Sir James Knott Nursery School and the Nest, children and young people who are looked after and have SEND are supported by the Designated Teacher for Looked-After Children, Mr Croft, alongside being the SENDCo. They work closely together to ensure that staff fully understand and respond to the child's individual needs, circumstances and experiences. Collaborative working with families, carers, social care professionals,

virtual school teams and external agencies helps to ensure that children receive coordinated, consistent and emotionally responsive support.

Through nurturing relationships, inclusive practice and strong partnership working, we aim to ensure that every child feels safe, valued and supported to achieve, belong and thrive.

Evaluating the Success of SEND Provision

At Sir James Knott Nursery School and the Nest, the effectiveness of SEND provision is regularly monitored, reviewed and evaluated to ensure that children with special educational needs and disabilities (SEND) are supported to make progress, access learning and achieve positive outcomes. Evaluation is an ongoing process and involves collaboration between leaders, staff, families, governors and external professionals.

The success of SEND provision is measured through the following criteria:

- The SEND register is reviewed and updated at least termly
- Individual Provision Plan (IPP) and Education, Health and Care Plan (EHCP) review meetings are held in line with statutory guidance, with actions identified and implemented appropriately
- Relevant SEND documentation and records are shared with parents and carers, external agencies and professionals where appropriate, and stored securely in line with GDPR requirements
- Parents and carers are regularly informed, involved and supported as partners in their child's learning and development
- Parents and carers are invited to attend review meetings and contribute to decision-making regarding provision and support
- Children are encouraged to contribute to reviews and planning processes where appropriate to their age and stage of development
- SEND records, assessments and provision documentation are maintained through secure and centralised systems
- External agencies and professionals are involved where appropriate, including in line with recommendations outlined within EHCPs
- The work of external agencies is coordinated effectively by the SENDCo and Deputy SENDCo to ensure joined-up support for children and families
- Staff receive ongoing professional development, training and SEND updates to strengthen inclusive practice across the nursery
- Early Years Support Plans and targeted provision are implemented consistently by staff and reviewed termly in partnership with families and professionals

The Headteacher, SENDCo, Deputy SENDCo and Governing Body use these criteria, alongside monitoring activities such as learning walks, professional discussions, observations, child progress reviews and feedback from families and professionals, to evaluate the quality and impact of SEND provision across the nursery.

Through reflective practice and continual improvement, we strive to ensure that all children with SEND are supported within an inclusive environment where they can achieve, belong and thrive.

SEND In-Service Training for Staff

At Sir James Knott Nursery School and the Nest, we are committed to ensuring that all staff have the knowledge, skills and confidence to deliver high-quality inclusive practice and effectively support children with special educational needs and disabilities (SEND). Ongoing professional development is recognised as an important part of developing and sustaining an inclusive culture across the nursery.

The SENDCo and Deputy SENDCo attends regular training, network meetings and professional development opportunities provided by the Local Authority, external agencies and specialist organisations, alongside additional courses and conferences relevant to the needs of the nursery community. Staff and governors are encouraged to access relevant SEND training and professional learning opportunities to strengthen understanding, practice and provision.

SEND-related training and INSET are planned in line with the School Development Plan, current legislation, emerging research and the individual needs of the children within the nursery. Training opportunities are used to support reflective practice, develop staff confidence and ensure inclusive approaches are embedded consistently across all areas of provision.

In addition, the SENDCo and Deputy SENDCo delivers and facilitates training and professional support for teaching staff and teaching assistants throughout the academic year.

Recent training and professional development have included:

- Current SEND updates, policy and legislation
- Person-centred planning and the graduated approach
- An analysis and comparison of inclusive education systems
- High-quality teaching and learning approaches, including listening and attention
- Quality interactions in the Early Years
- Effective SENDCo practice and leadership
- Makaton training and inclusive communication strategies
- Emotion Coaching and co-regulation approaches
- Communication and language development within the EYFS
- Inclusive environments and adaptive practice

Through ongoing professional development, collaboration and reflective practice, we aim to ensure that all staff are equipped to provide nurturing, responsive and inclusive experiences where every child can achieve, belong and thrive.

Partnership with Parents and Carers

At Sir James Knott Nursery School and Nest, we recognise that parents and carers play a vital role in supporting their child's learning, development and wellbeing. We are committed to building strong, positive and collaborative partnerships with families and believe that working together is essential in achieving the best possible outcomes for children with special educational needs and disabilities (SEND).

We value the knowledge, experiences and contributions of parents and carers and aim to ensure they are fully involved in decision-making, planning and reviewing support for their child. Communication with families is prioritised through open, honest and supportive relationships.

Arrangements for involving and supporting parents and carers of children with SEND include:

- Keeping parents and carers informed both formally and informally through Individual Provision Plan (IPP) meetings, Education, Health and Care Plan (EHCP) reviews, parent consultations, telephone calls, emails, written communication and day-to-day discussions
- Encouraging parents and carers to share concerns, ask questions and contribute to planning for their child's support and development
- Providing opportunities for meetings with the child's key person, class teacher, SENDCo, Deputy SENDCo or leadership team where appropriate
- Arranging interpreters or additional communication support for families where needed to ensure information is accessible and inclusive
- Sharing and reviewing updated IPPs, Early Years Support Plans and EHCP documentation with parents and carers regularly and at least annually where appropriate
- Working collaboratively with families and external professionals to ensure consistent support and shared understanding of children's needs and outcomes

The Governing Body is also committed to ensuring transparency and accountability regarding SEND provision. Information published and reviewed through the school website may include:

- Information about the implementation and effectiveness of the SEND policy
- Significant updates or changes to SEND provision or procedures
- Partnership working with the Local Authority, external agencies and other educational settings
- Information regarding the allocation and use of SEND funding and resources, including the use of Pupil Premium funding where relevant

Through effective partnership working, we aim to create a supportive and inclusive community where parents and carers feel listened to, respected and actively involved in helping their child achieve, belong and thrive.

External Agencies and Specialist Support

At Sir James Knott Nursery School and the Nest, we recognise the importance of multi-agency working in supporting children with special educational needs and disabilities (SEND). We work closely with a wide range of external professionals and services to ensure children and families receive appropriate, coordinated and timely support.

Where a child has an Education, Health and Care Plan (EHCP), professionals from education, health and social care services work collaboratively in line with statutory guidance to contribute to the planning, implementation and review of provision and outcomes.

The nursery liaises regularly with external agencies and specialist services to support assessment, early identification, intervention and inclusive practice. Professionals may work directly with children, provide advice and recommendations for staff and families, contribute to support plans or deliver specialist programmes and therapies within the nursery environment.

Services and agencies we may work alongside include:

- SEND Information, Advice and Support Service (SENDIASS)
- Child Development Team
- Paediatricians
- Physiotherapists
- Outreach Workers
- Early Years Inclusion Service
- Teachers for the Visually Impaired
- Community Nursing Teams
- Social Workers
- Health Visitors
- Speech and Language Therapy Service
- Occupational Therapy Service
- Visual and Hearing Impairment Support Services
- Disabled Children's Centre (DCC)
- Educational Psychology Service

Alongside professional advice and support, the nursery uses a range of assessment and monitoring tools to identify needs, track progress and inform provision. These may include:

- WellComm
- Cherry Garden Branch Maps
- Birth to 5 Matters
- Family Learning Journeys and observations

We are committed to effective partnership working and liaise closely with mainstream schools, specialist provisions and other educational settings to support continuity, transition and the sharing of relevant information. This is particularly important during periods of transition to ensure children and families feel supported and that provision continues effectively across settings.

Through collaborative multi-agency working, we aim to ensure that children receive holistic, child-centred support that promotes positive outcomes, wellbeing and inclusion.