

# SEND Policy

Autumn 2025

Review: Autumn 2026

Version Control	Date	Actions
1.	Nov 2025	Reviewed by Kate Lanning – added in section 3: universal offer (page 3) and changed the LA provision (page 7), to reflect current provision Ratified by Governors at Full Governing Board 25/11/2025. Ratified policy shared with all staff.

## Abbreviations

SEND - Special Educational Needs and Disability

SENCO-Special Educational Needs Co-ordinator

EHCP-Education Health and Care Plan

IHCP- Individual Health and Care Plan

SEN –Special Educational Needs

This SEND policy is a key document to support the best inclusive practice in our school.

It outlines our statutory responsibilities and approaches to ensure that all pupils including those with SEND can achieve their best possible learning outcomes and engage successfully in all aspects of the wider school community.

It complies with the statutory requirements and guidance set out in relevant legislation and documents and has been agreed with the Governing Body.

The policy is available on our website or hard copies are available from the school office.

Our Special Educational Needs Coordinator (SENCO) takes overall responsibility for the operation of this policy and coordinating specific provision for pupils receiving SEN support. Our SENCO also contributes to the strategic development of SEN provision.

Our SENCO is Kate Lanning and can be contacted via email or through the school office.

Email address: [senco@tunstall.croydon.sch.uk](mailto:senco@tunstall.croydon.sch.uk)

The SENCO is the Head of School and experienced in this role. Leigh McGuinness, also Head of School has achieved the National Award in Special Educational Needs Coordination.

## Section 1: Our values and vision in relation to SEN provision

### 'ALL DIFFERENT, ALL EQUAL, ALL ACHIEVING'

“Our vision for Tunstall Nursery school is to provide a warm, caring and stimulating early years’ environment, which encourages positive values and celebrates diversity and excellence. We aim to make a difference to every child, regardless of any barriers to learning they may face. We want to instil a life-long love of learning in every member of the school community. Our aim is that all pupils will have the skills necessary to become well rounded, interesting people who can make a difference to others in their lives”.

We recognise the vital role of parents/carers in the identification, assessment and response to their child’s special educational needs. We work in partnership with parents valuing their views and contribution and keep them fully involved in their child’s education and supporting them to make important decisions about their child’s education.

For any child who has a special educational need at our school we aim to provide the best possible provision for that child to enable them to succeed.

We aim to enable *every* child to reach their full potential and learning valuable skills to aid them through life, from their early years to adults.

Parents/ carers are the first educators and have much knowledge of their child’s development and personality. It is important that parents/carers feel that their input is valued and staff utilise the parent/carers unique knowledge. The views and involvement of parents is actively sought. We aim to support parents sensitively and work in partnership with them for positive outcomes.

At Tunstall Nursery School we are committed to equality of opportunity irrespective of race, gender, social class, status religion, language, culture or disability and will actively support initiatives which maximise the achievement of all.

We value the individuality of all our children and are committed to giving all our children every opportunity to achieve the highest standards (Inclusion Policy). All children benefit from learning together from an early age. Children grow in understanding and maturity when they have friends who have individual needs.

#### **Aims of this policy:**

- To ensure that responsibility for provision for pupils with SEND remains an integral part of the whole school provision.
- To ensure that children and young people with SEND can engage successfully in all school activities alongside pupils who do not have SEND, including making reasonable adjustments for those pupils with a disability so that they can access the curriculum and school learning environment.
- To work in close partnership with parents, Croydon Local Authority and other key agencies so that the needs and strengths of each pupil with SEND are fully understood and there is a collaborative and coordinated approach to planning and reviewing provision.
- To ensure a high level of staff expertise to meet pupils’ needs through training and continued professional development.
- To promote independence and resilience in pupils with SEND to help them make a successful transition to their next school.

## Section 2: ADMISSION ARRANGEMENTS FOR PUPILS WITH SEN.

The school's admission arrangements are set out in the school prospectus and make it clear that the school will not discriminate or disadvantage pupils with a disability or Special Educational Needs.

The Code of Practice requires a school to admit all pupils who have an Education Health and Care Plan where it has been requested by parents as their school preference and named by the Local Authority (LA).

The LA must comply with this request and name the school in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEND of the child  
or
- the attendance of the inclusion of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.

The LA will work closely with the school so that any decisions on placement for a pupil with an Education Health and Care Plan reflect the individual circumstances of each child and the school. This will include guidance on making any reasonable adjustments and signposting to training and guidance available, including support from the Croydon Special schools.

The SENCO in collaboration with parents and other key agencies will ensure appropriate provision is in place to support pupils with SEND entering the school (See Section 6: Transition).

### **Section 3: Universal offer**

The school ensures quality first teaching is in place for all children, including children with SEND, so that most needs are met through everyday school life with reasonable adjustment. This reduces our need for extra funding and specialist support and promotes inclusion and confidence for all learners. Some examples of how we do this include:

- Ensuring high quality training for all staff
- Differentiation of language of instructions
- Visuals
- Regularly checks of our environment
- Reading and storytelling
- Intensive interaction
- Regularly reviewing the assessment
- Smaller story groups

### **Section 4: Identifying Special Educational Needs and early intervention**

The school uses the definition of SEND as set out in the SEND code of practice and Equality Act 2010 (Appendix 2).

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties with any aspect of learning or social development at the earliest opportunity. Early identification and intervention can prevent or minimise the effect of developmental delays.

This process of early identification is supported by:

- Review of skills and attainment when pupils join the school, considering information from any previous settings or agencies as appropriate.
- Termly tracking of all pupils to monitor rates of progress and attainment.

- Concerns raised directly by parents or other agencies.

In determining whether a pupil may have Special Educational Needs, consideration will also be given to other factors which may be affecting achievement including;

- Attendance
- English as an additional language
- Family circumstances
- Economic disadvantage

The school acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour which may not be a special educational need.

Before deciding that a pupil requires additional SEND support the SENCO and class teacher will review current arrangements to meet the child's needs within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress. These will be evidenced through the class provision mapping.

#### **Section 5: Meeting the needs of pupils with SEND.**

When it is evident that a pupil will require higher levels and more tailored support we will offer **Additional SEND Support**.

Parents will be notified that their child will receive this additional support and placed on the **SEND register** where his/her progress and provision can be monitored more closely. In some cases, an Individual Support Plan and/or a Support File will be written, in conjunction with parents and other outside agencies, to set out specific targets that a child will work towards.

#### **The SEN Register**

The register provides an updated record of all pupils receiving additional SEND support so that:

- progress and achievements of pupils with SEND can be more closely monitored.
- there is an overview of the range and level of need across the school.
- school provision reflects and is responsive to current profile of need.

Close monitoring of this register also provides evidence to show impact of the school provision for pupils with additional needs.

Once identified as requiring additional SEND support, pupils will receive support to remove barriers to learning and put in effective special educational needs provision. This will be managed through a four-part cycle of assessment, planning, intervention and review. This cycle is known as the **Graduated Response** and follows the model described in the SEND Code of Practice. It will enable a growing understanding of the pupils' needs and the nature of support the pupil will need to make good progress and secure positive outcomes. Depending on the need of each pupil, successive cycles will draw on more detailed approaches, more frequent review and more specialist expertise.

## **The Graduated Response:**

### **ASSESS:**

Once identified as requiring additional SEND support a more detailed assessment of the pupil's needs will be carried out. This will include discussions with parents. It may draw on assessments and reports from external agencies involved with the pupil such as Speech and Language therapists. Each pupil's difficulties will be considered against the four broad areas of needs:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

The school recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need and that needs may change overtime.

This comprehensive assessment will give a detailed picture of each child's strengths and needs.

### **PLAN:**

The school will use the information from the assessment to draw up a plan to show the support that will be offered. The plan will:

- Be outcome focused with the benefit from any intervention clearly identified. This will support the evaluation of the impact of any provision.
- Outline interventions and approaches that will be made available to support progress towards these outcomes.  
(The full range of additional interventions are set out on our school's SEND report which is available on the school website).
- Highlight the ways parents can support their child outside of school.
- Give details of the role and input of external agencies when they are involved with a pupil.
- Be recorded on Individual Support Plans and provision maps.
- Be shared with all keyworkers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches that have been agreed.
- Parents will receive copy of their child's Individual Support Plan. With the date when it will be reviewed.

### **DO:**

Teachers, Key workers and Learning Support Assistants with the support of the SENCO will oversee the implementation of Individual Support Plans. The additional support offered is linked closely to the Early Years Foundation Stage curriculum maximising learning opportunities and consolidating key skills within the nursery.

### **REVIEW:**

The impact of any additional support offered will be reviewed with parents at least termly.

Depending on the level and complexity of need this review may be included in the general school cycle of parental consultation meetings.

Where the pupils' needs are more complex and they receive support from a range of specialist agencies a separate review meeting will be arranged so that all key parties can contribute.

At the review the following will be considered:

- Impact of the interventions towards the identified outcomes.
- Pupils' response to the support.
- Views of parents and specialist agencies.
- Next steps with adjustments to the support offered as required.

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of parents, the SENCO will make a referral to specialist agency.

A full list of external agencies the school uses to support the progress and welfare of pupils with SEN is included in Appendix 3. This information is also available on the [school website](#).

### **Removal from the SEN Register**

If a pupil makes good progress and achieves the outcomes set they may no longer require additional SEND support and his/her name will be removed from the register. Parents will be notified of this decision. Progress will continue to be monitored regularly as part of the termly tracking for all pupils.

### **Education Health and Care Plans:**

The additional needs of most of the pupils with SEND at Tunstall Nursery School will be met by interventions and resources from the school.

In a few cases the pupils with the most significant needs will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning. Where this is the case the SENCO, in consultation and agreement with parents will apply for SENIF (Special Educational Needs Inclusion Funding). For pupils where this support would need to continue when they start school or who require a special school an Education Health and Care Plan (EHCP) will be applied for. A request by the SENCO, in consultation and agreement with parents and other specialist agencies to the Local Authority. Full details of the process for requesting an EHCP can be found on the Croydon SEND offer web site (details in Appendix 3).

### **Section 6: Meeting the needs of pupils with medical conditions**

In compliance with revised statutory guidance arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential.

These arrangements are set out in an Individual Health Care Plans (IHCP).

The IHCP will detail the type and nature of support that will be available. The plans will also be:

- Produced through collaboration with parents and health professionals.
- shared with all relevant staff.
- Reviewed at least termly or sooner to reflect changing needs and support.

Where a pupil with a medical condition also has a disability or SEND the IHCP will be closely linked to provision to support accessibility and additional educational needs so that there is a coordinated approach.

Staff who have responsibility to support a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties.

Full details on the arrangements to meet the needs of pupils with medical conditions can be found in the school policy 'Giving Prescribed Medicines in School'.

### **Section 7: Transition Arrangements**

Arrangements to support pupils with SEND moving into the school or moving to a different school.

The school is proactive in seeking to ensure that there is a successful transition between phases of education and this is a key responsibility of the SENCO.

Details about how we support all children through the transition to another school can be found on the SEND report.

For pupils joining Tunstall Nursery School the SENCO will seek information about the nature and level of needs for pupils identified with SEND and the provision that has already been offered to meet their needs.

Where there is a high level of need this may involve visits to previous settings and information sharing meetings with the child's family and other key agencies supporting the child. This may involve setting up a detailed 'Transition Plan' which sets out clearly how the move will be managed. This is likely to be the case where the child has an EHCP or is in receipt of SENIF. A home visit would be arranged prior to the child starting at Tunstall.

For pupils moving to a different school, the SENCO will share relevant information with the new school. Where the child has significant needs or has an Education Health and Care Plan, there will be a formal transition meeting with parents, pupils and where possible representatives from the new school and other key professionals to ensure there is continuity in the range and level of support offered.

### **Section 8: Funding and Resources**

The school will apply for SENIF to support children who have a high level of need and need additional support for their care and to access the learning environment.

The school leadership through consultation with the SENCO and Governing Body decide on how this funding will be deployed to meet the range and level of need for pupils with SEND across the whole school.

### **Section 9: Training**

There is an ongoing programme of training and support in place to ensure that teachers, keyworkers and support staff have the understanding and skills to differentiate and scaffold learning for the pupils with a range of SEND.

The SENCO work closely alongside all staff so that they are familiar with the school's approach to supporting pupils with SEND.

The SENCO attends termly Croydon briefing sessions to keep up to date with local and national policy and initiatives to enhance SEND provision. The Local authority SEND Lead is available to seek advice and support to ensure early intervention is effective.

## **Section 10: Roles and Responsibilities**

### **The SENCO:**

The SENCO has the day-to-day responsibility for the operation of the SEND policy and the provision in school. This includes the line management of teaching assistants who give support to individual and groups of pupils with SEND. The SENCO provides guidance and support to all staff in relation to meeting the needs of pupils with SEND. The SENCO has a key role in developing positive partnerships with parents and other external agencies in order to fully address the needs and support progress for pupils with SEND. The SENCO will also take a key role in supporting the transition of pupils with SEND to different settings.

### **The Governing Body**

The code of practice states that there should be a member of the Governing Body or a subcommittee with specific oversight of the school's arrangements for SEND.

The key duties of the Governing Body are to ensure that the SEND policy is implemented and that it is effective in ensuring that pupils with SEND have the same opportunities to make good progress as other children.

The Governing Body will ensure the school meets all its statutory duties, ensure that additional funding is deployed effectively and the views of parents and pupils are fully considered.

### **The lead governor for SEND at Tunstall Nursery school is Manvinder Saberwal-Law.**

The lead governor will meet at least termly with the SENCO to review and evaluate effectiveness of the schools' SEND provision and contribute to plans to develop and enhance this provision.

The lead governor will also ensure that updates on the quality and impact of SEND provision are regular items on the Governing Bodies cycle of meetings.

## **Section 911: Monitoring and evaluating SEND Provision**

The school undergoes an active process of continual review and improvement of provision for all pupils, including pupils with SEND.

In evaluating the quality of the SEND provision, the school will take into account a range of evidence including looking at the level of achievement of pupils with SEND compared to standards achieved by this group nationally, case studies for groups and individual pupils, monitoring of interventions and views and feedback of parents and pupils.

## **Section 12: Dealing with Complaints**

Parents are encouraged to share any concerns they have at the earliest possible opportunity. In the first instance parents should speak to the Keyworker with further discussions with the SENCO if required.

Where these initial attempts to resolve the issue are unsuccessful parents will be encouraged to seek advice and support from the local parent SEN Information, advice and support service (SENDIAS). This is an independent and impartial service. Parents will also be encouraged to discuss

concerns with other key professionals supporting their child. This might be the educational psychologist.

If issues remain unresolved parents can choose to seek the support of the local 'Disagreement Resolution Service'. This service is commissioned by Croydon LA but operates independently. They can provide a quick and non-adversarial way of resolving disagreements.

If concerns are still unresolved parents will be asked to make a formal complaint and directed to the School Complaints Procedures.

Where the parental complaint is directly related to decisions around an EHC plan assessment of needs or provision this will be managed directly by the Croydon SEND team. Parents will be contacted directly to receive information about the mediation services available.

### **Section 13: Anti Bullying**

We are committed to providing a caring, friendly and safe environment for all our children so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. Any incidents will be dealt with promptly and effectively. We regularly review our Self-regulation policy and practices.

### **Section 14: Disability Access Arrangements**

We are committed to making every effort to enable access to the school for children with special educational needs and disabilities. In compliance with the duties set out in the Equalities Act 2010 the school has an accessibility plan which outlines the actions we will take overtime to increase the accessibility of pupils.

This includes action to:

- Increase participation in the curriculum.
- Make improvements in the environment to enable pupils with disabilities to benefit from all school facilities and opportunities.
- Improve access to a range of information.

Please see our separate Accessibility Plan which outlines this information in more detail.



## **Appendix 1: Compliance with Statutory Duties**

This policy meets requirements set out in the Children and families Act 2014. It is written with reference to the following legislation and documents:

- Special educational needs and disability code of practice 0-25
- Equalities Act 2010
- School Admissions Code of practice
- Supporting pupils at school with medical conditions (June 2014)
- Schools Complaint Toolkit 2014
- The National Curriculum
- Teachers Standards 2012
- Working together to safeguard Children (2013)

### **Croydon's local offer for SEN:**

<http://www.croydon.gov.uk/education/special-educational-needs/sen-education/>

## **Appendix 2: Definition of Special Educational Needs**

### **SEND Code of Practice 2014**

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 has a learning difficulty or disability if he or she has:

- A significantly greater difficulty in learning than the majority of other pupils of the same age or
- 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 of post 16 institutions

### **Equality Act 2010**

A disability is a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.

This definition includes:

- Sensory impairments such as those affecting sight and hearing
- Long term health issues such as asthma, epilepsy and cancer

## **Appendix 3: Links with Local and National services and organisations to support implementation of the SEND policy:**

Croydon Educational Partnership Educational Psychology Service

**020 8241 5460**

<https://croydon.peachpreview.co.uk/services/educational-psychology/>

Croydon CAMHS	<b>0203 228 000</b> <a href="http://www.slam.nhs.uk">www.slam.nhs.uk</a>
Occupational Therapy	<b>020 8274 6854/50</b>
Children’s Physiotherapy	<b>020 8274 6853</b>
SALT	<b>020 8714 2594</b>  <a href="https://www.croydonhealthservices.nhs.uk/childrens-speech-and-language-therapy/">https://www.croydonhealthservices.nhs.uk/childrens-speech-and-language-therapy/</a>
Please see the chatterbox timetable – sent out termly	
Community Paediatricians	<b>020 8274 6300</b>
Peripatetic Visual Impairment Service	<b>020 8760 5784</b>
Peripatetic hearing impairment service	<b>020 8760 5783</b>
Croydon Locality Early Help	<a href="mailto:earlyhelp@croydon.gov.uk">earlyhelp@croydon.gov.uk</a>
Bramley Bank Behaviour Support Team	<b>020 8686 0393</b>
Primary Fair Access Panel	<b>020 8726 6162</b>
Parents In Partnership	<b>0208 663 5626</b> <a href="http://www.pipcroydon.com/">www.pipcroydon.com/</a>
Family Lives	<b>020 3131 3150</b>  <a href="mailto:parentssupportherts@familylives.org.uk">parentssupportherts@familylives.org.uk</a>
Contact a Family	<b>0808 808 3555</b> <a href="http://www.cafamily.org.uk/advice-and-support/">www.cafamily.org.uk/advice-and-support/</a>
Council for Disabled Children	<b>0207 843 1900</b> <a href="http://www.councilfordisabledchildren.org.uk/">www.councilfordisabledchildren.org.uk/</a>
Family support worker	<a href="https://www.crosfielddandselhurstnursery.co.uk/Family-Support/">https://www.crosfielddandselhurstnursery.co.uk/Family-Support/</a>