Ashfield Nursery School



Monkchester Road Nursery

Newburn Manor Nursery School

Newcastle Nursery Schools Federation

Special Educational Needs and Disability Policy

September 2026

To be reviewed September 2027

Children's learning difficulties show themselves in a variety of ways. Some are temporary, others more permanent. They may be mild, requiring minimal support, but others may be more serious, requiring more long-term intervention and greater support.

Under the Equality act 2010 you are disabled if you have a physical or mental impairment that has a 'substantial' and 'long term' negative effect on your normal ability to do daily activities.

Rationale

Within Newcastle Nursery Schools Federation every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs. The Federation is committed to providing an appropriate and high quality education to everyone within its community. We seek to raise achievement, remove barriers to learning and ensure inclusion for all children, supporting them to become confident individuals living fulfilling lives, making a successful transition into adulthood.

Objectives:

- To ensure equality of provision for pupils with special educational needs (SEN) and disability
- To take into account legislation related to SEN and Disabilities, including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Working Together to Safeguard Children 2013, Supporting pupils at school with medical conditions 2014
- To provide full access for all pupils to a broad and balanced curriculum

- To ensure that the needs of pupils with SEN are identified, assessed, planned for and regularly reviewed to improve outcomes
- To enable pupils with SEN to achieve their potential
- To ensure parents / carers are fully engaged in decision making
- To take into account the views, wishes and feelings of pupils
- To provide advice and support for all staff working with pupils with SEN
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEN
- To work collaboratively with outside agencies to ensure that children requiring a higher level of need receive appropriate and necessary provision.
- To provide full access for all pupils for a broad and balanced curriculum
- To work in partnership with parents/carers to enable them to make an active contribution to the education of their child.

Throughout our Federation there is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. However if we feel that there is a barrier to a child's learning and progress then monitoring and advice re next steps to support a child will be undertaken by the SENCO and with outside agencies as required. We value the abilities and achievements of all our pupils and are committed to providing the best possible SEND learning environment for all our children.

Roles and Responsibilities:

The Special Educational Needs Coordinator (SENCO):

- manages the day-to-day operation of the policy
- coordinating provision for pupils with SEND
- liaising with the Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date
- is responsible for the operational management of the budget for SEND provision to provide high quality appropriate support for pupils with SEND.
- track progress using school based data and Early Years Assessment Screen
- will monitor and evaluate the SEND provision and report to the Governing Body

Coordination of SEND Provision

SENCO	
Monkchester Road	Janet Howson (also Designated Person Safeguarding and Looked After Children) 0191 265 4579 Janet.howson@monkchesterroad.newcastle.sch.uk
Ashfield	Frances Burtle (also Designated Person Safeguarding and Looked After Children) 0191 273 5587 Frances.Burtle@ashfield.newcastle.sch.uk
Newburn Manor	Stuart Pickup (also Designated Person Safeguarding and Looked After Children) for the Autumn Term 2026 Stuart.pickup@newburnmps.co.uk Lianne Howse SENCO for the Autumn Term 2026 Lianne.Howse@newburnmps.co.uk 0191 267 4533

Governors responsible for SEND	
Federation	Lianne Dixon

Co-Headteachers	
Stuart Pickup Head Teacher Newburn Manor Primary School Janet Howson Acting Head Teacher Monkchester Road Nursery School for the Autumn Term 2026 Frances Burtle Acting Head Teacher Ashfield Nursery School for the Autumn Term 2026	

Identification, Assessment, Planning and Review Arrangements

The Newcastle Nursery School Federation follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils'. (Teachers' Standards 2012)

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision.

The following are not SEN but may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a Looked After Child
- Being a child of service personnel
- SEN support – four part cycle

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEN. Where concerns are identified an initial concerns checklist is completed and discussed with the SENCO.

Assess
The class teacher, working with the SENCO, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment.

Plan
Parents will be formally involved in compiling the plan. Adjustments, interventions, support and review date will be agreed with staff, parents and pupil. This will be recorded on the school information system.

Do
The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENCO will support the above.

Review
The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents at least three times per year, this is a statutory requirement.
The class teacher and/or keyworker working with the SENCO, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will consider involving specialists through the Single Point of Contact. School liaises with the following services - Educational Psychology Service, School Health, School improvement Service (SIS), SEN support, SEND Outreach Service and when appropriate Social Services and Looked After Children Team.

Education, Health and Care Plans
Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, the pupil has not made expected progress, school or parents may consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEN support.

Access to the Curriculum
The broad, balanced and relevant curriculum is differentiated to enable all children to access the learning. In planning and teaching the aim is to provide suitable learning objectives, meet the children's diverse learning needs and remove the barriers to learning. For the majority of the week children with SEN are taught with their peers in mainstream classes. However, in order to maximize learning, some children are withdrawn, individually and in small groups, to take part in targeted, time limited interventions planned to meet particular needs. Children with SEN are actively encouraged and supported to join in and benefit from additional activities.

Monitoring and Evaluating the Success of Provision
A variety of methods are used to monitor and evaluate the provision and achievements for the children with SEN:

- Regular observation of teaching by the senior management team
- Analysis of assessment data
- Assessment records that illustrate progress over time
- Pre and post assessments for those children who are withdrawn for targeted interventions
- Success rates in respect of individual targets
- Monitoring by the governor with responsibility for SEN
- The views of parents/carers and children
- Regular meetings between SENCO and head teacher

Allocation of Resources
The Headteacher is responsible for the operational management of the resourcing of special needs provision in the school including the plan for children with Education Health Care Plans.

Transition Arrangements
Transition is carefully planned by the SENCO and other key members of staff in order to ensure successful transition from all of the Nursery Schools to primary school. Pupils and parents/carers will be involved in the planning for the transfer to the new setting. Key information about SEN provision will be shared with the next school /setting through the review process. Transition reviews are held in the summer term and additional visits planned into primary school.

Partnership with Parents/Carers:
Newcastle Nursery Schools Federation have a very positive attitude to parents/carers and value their important role in their child's education. Parents/carers are always informed when their child is placed on the SEN list and the graduated response, outlined in the Code of Practice, is explained to them. SEND Information, Advice and Support Service is also given. They are fully involved in the review process. If required, interpreters can be arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.
If required an Early Help Plan (EHP) is used to coordinate support for children and their families who have a range of needs.
Parents/carers views are listened to at the termly review meeting and an electronic questionnaire is shared at the end of the year to all parents/carers via dojo.

Pupil Participation:
The views of all pupils are valued. Pupils with SEN are supported to be involved in decision making and to be able to express any concerns. For some children, particularly those who may be non-verbal we can use observations to support and understand their views.

Monitoring and Evaluating the Success of Provision:
A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEN:

- Regular observation of teaching by the senior management team
- Analysis of assessment data, with high expectations for the progress expected during the Early Years Foundation Stage Curriculum for all pupils,
- Early Years Foundation Stage Assessment records that illustrate progress over time.
- Assessments for those pupils who are withdrawn for targeted interventions
- Success rates in respect of individual targets
- Monitoring by the governor with responsibility for SEN – information presented to the Governing Body by the Head Teacher and SENCO
- The views of parents/carers and pupils.
- Regular meetings between Head Teacher- SENCO, individual support worker, class teachers and Key Workers.
- LA audit to externally validate provision and outcomes for pupils with SEN through the Achievement Partner

Staff Development:
The SENCO ensures staff are informed of local and national developments in relation to SEN and Inclusion. Training needs are identified and, where appropriate, outside agencies are used to deliver the training. Newly qualified teachers are offered support and in school training by the SENCO.

Medical Conditions
A medical diagnosis or a disability does not necessarily imply SEN. It is the child's educational needs rather than a medical diagnosis that must be considered. However medical conditions may have a significant impact on a child's experiences and the way they function in school and if not properly managed could hinder their access to education. Therefore consultation and open discussion between the child's parents, the school, the health visitor or the child's GP and any specialist services providing treatment for the child will be essential to ensure that the child makes maximum progress.

The Federation will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEN, their provision will be planned and delivered in a coordinated way with their healthcare plan.

Admission Arrangements:
The schools have adopted the criteria set out in the LA's admission policy. The school welcomes pupils with known special educational needs and disability, as well as identifying and providing for those not previously identified as having SEN.

The Complaints Procedure
Initially an attempt will be made to resolve a complaint about SEN provision at school level, within one week of the complaint having first been made. The procedure is firstly that the key worker/class teacher attempts to resolve matters, then if required the SENCO and/or head teacher becomes involved. If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the LA will become involved.

Access to Facilities and Provision:
Please refer to the individual school's accessibility plan which outlines how each school will:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

For <u>all</u> children at our Federation of Schools with additional needs:

- We value and recognise the expert role families play in their children's lives and work closely in partnership with them.
- We support our families with children with SEN and disabilities, formally through regular review meetings and informally through our "open door" approach. Support is offered through our dedicated Early Year's Foundation staff team, the Senco. We can signpost services and organisations which may offer appropriate input or advice via the Local Offer.
- We use child friendly individual educational plans (IEPs) support plans which clearly state the child's area(s) of need, their targets and the provision and resources to be implemented to support them in meeting the targets set for them.
- We involve the child, parents or carers and key staff members in the writing, implementing and reviewing of individual education plans. Support plans
- We deliver high quality teaching, differentiating the curriculum and our resources to meet the needs of individual children and to promote pupil progress.
- We seek support and advice from a range of outside agencies to ensure barriers to success are fully identified and responded to.
- We operate a graduated response based upon need; ***assess, plan, do, review***.
- We ensure that there is access to teaching and learning for pupils with SEN which is monitored through the school's self-evaluation process. Lessons are as inclusive as possible with adjustments made depending on need.
- Teaching resources are routinely evaluated to ensure they are accessible to all pupils.
- All school-related activities are evaluated in terms of their positive impact on the learning success and inclusion of pupils with SEN.
- We ensure that our school activities and trips are accessible to all our SEN children.
- Support staff are placed where they are needed throughout the school to ensure pupil progress and independence
- All staff have completed and continue to receive, on-going training in relation to meeting pupil' needs in the classroom
- We liaise closely with primary schools at transition times to ensure that SEN pupil information is clearly communicated and recommendations are heard so that the move to primary school is as smooth as possible.
- We work in partnership with parents and carers to meet the needs of individual pupils.

For pupils with a higher level of need or a statement of SEN or and Education Health and Care Plan (EHCP)

- Detailed planning and monitoring of progress,
- Individualised programmes of work across several areas
- Annual reviews of a statement of SEN or EHCP with recommendations submitted to the local authority.
- Multi-agency planning and assessment of targets at interim reviews.

Type of SEND for which provision is made	Examples of Support/Provision made within Newcastle Nursery Schools Federation
Communication and Interaction.	• We use visual timetables and objects of reference when needed to support children in understanding what will happen and when. • We support children during times of stress and anxiety and provide resources to help reduce this and promote emotional well-being, such as a bendy toy, comfort toy and stress ball. • We encourage use of Makaton frequently throughout the day to provide all children with the opportunity to communicate in different ways. • We provide small group and one-to-one support for developing pupil's speech, language and communication, following the advice and expertise provided by outside professionals, such as Speech Therapists and Specialist Nursery Nurses from The SEND Outreach Service.
Cognition and Learning needs	• We access the expertise and advice from the SEND Outreach Team to ensure the needs of children are clearly identified. • We provide small group and one to one support to target specific developmental needs within The Early Years Foundation Stage curriculum. • We encourage use of ICT where possible to reduce any barriers to learning, e.g. computers, whiteboards, etc.

Social, Emotional and Mental Health needs.	• We provide excellent pastoral care for our children and their families. • We provide small group and one to one nurture opportunities and experiences for vulnerable children. • We put in a place short term support for children with a specific need, e.g. bereavement or parental separation. This is closely monitored within our Care Meetings and recorded in our Care Files. • We provide targeted one to one or small group times to develop social skills and other aspects of Personal, Social and Emotional education. • We seek the expert advice and support of outside agencies, including Educational Psychologists, Health Visitors and specialist teachers and Nursery Nurses from the SEND Outreach Service. • We carry out Risk Assessments to ensure the safety and inclusion of all children in all activities as appropriate.
Sensory and/or Physical Needs.	• We work with specialists from outside the nursery during relevant training and professional development to support and care for children with significant medical needs. • We also receive training in understanding the impact of a physical or sensory need on the teaching and learning of a child. • We provide support with personal and intimate care as part of our daily routine when children need it. • We make every effort to be as accessible as possible, e.g. we have disabled toilet facilities and a ramp to allow easy wheelchair access to the outdoor area and nursery garden. We also have toilets on ground floor level that are easier and quicker for children to access with a member of staff. • We provide physical aids or resources where necessary, or when advised by specialists, e.g. posture cushion, pencil grips, therapy putty, walkers, specialist support chairs etc. • We provide support when needed to ensure all children can access the curriculum and use ICT when appropriate to enhance this. • We support development of gross and fine motor skills during indoor and outdoor activities. • We understand and apply the medicine administration policy. Designated First Aid trained

	staff are available at all times and are also assigned to their duties during trips or visits (see Supporting Children with Medical Conditions Policy).

Newcastle Local Offer

The Local Offer is a way of letting families know the services that are available locally and how to access them; from specialist social care services, to universal sports activities. It's also a way of finding out which services we need in Newcastle.

To find out more visit http://www.newcastlefis.org.uk/kb5/newcastle/fsd/localoffer.page?familieschannel=3