

## **Hungerford Nursery School Centre for Children and Families Statement for SEND and Inclusion**

Hungerford Nursery School Centre for Children and Families is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children including those identified as having special education needs or disability have common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of the Early Years Foundation Stage. We endorse the right of these children to be educated in mainstream school. The school implements the Revised Code of Practice for Special Educational Needs and Disability (SEND)

We believe that all children should be equally valued in our Centre. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe. All staff should expect to teach children with SEN and the school educates children whatever their background or ability. We welcome children with SEND and their families. We appreciate their contributions and recognise that they enrich the learning for all children and adults.

A child has special educational needs if they have significant learning difficulties than the majority of children of the same age or if they have a disability which prevents or hinders them from using education facilities generally provided for children of the same age in mainstream schools. Special educational provision is educational provision that is additional or different from that made generally for other children of the same age in Nursery Schools, Schools or Early Years providers.

Hungerford Nursery School Centre for Children and Families is committed to Inclusion. Part of the Centre's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way but that we would respond to learners in ways which take account of their varied experiences and needs. We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity.

Children may enter Nursery with a previously identified Special Need and may already have involvement from a range of professionals. These children will be placed on to the SEN support list. We will consider the nature of their need and how this will be best met in the school.

We take a graduated approach to the identification of SEND. We will be assessing, planning, Doing and Reviewing progress. In the first instance a child will be supported by a Support and Achievement Play Plan (SAPP) with targets for progress agreed between Parents and Keyworker. If a child does not make accelerated progress as a result of this intervention we may seek the involvement of other professionals in order to support the child if appropriate. All children on SEN support are included on the School provision Map under Complex, Focussed and Monitoring – this includes their area of need and what support they are receiving. We aim to identify needs as they arise and provide learning and teaching contexts which enable every child to achieve to his or her full potential.

We believe that educational inclusion is about equal opportunities for all learners. All staff are informed of individual children via the SENCO and SEN lead. We hold regular staff meetings where individual children are discussed and support provided. The SENCO and SEN lead monitor children's progress. Children in need of increased support may be referred for high needs funding. The SENCO/SEN lead will apply for this funding working in partnership with parents. We will also working in partnership with other agencies and specialists, incorporating any advice within Support and Achievement plans.

We have strong links with other receiving schools and will pass on all relevant information. We will ensure that for all children who have high needs funding or for any other children who have a particular area of need parents , school staff and other professionals will be invited to transition meetings. Additional extra visits will be arranged with the receiving school if appropriate.

Full details of the Nursery School and Centre for Children and Families Local Offer can be viewed here. This local offer provides detailed information about our approach to SEND and also covers the requirement for SEN information Report.

[Hungerford Nursery School local offer](#)

**The SENCO is Mrs S Taylor.**

**The SEN Governor is M Martin**

**The SEN Lead is Hannah Harper**