



Four Pools Lane, Evesham, WR11 1BN
Tel: 01386 423118, Fax: 01386 422590

Evesham Nursery School

Web: www.eveshamnurseryschool.co.uk
Email: office@evesham-nur.worcs.sch.uk

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

EVESHAM NURSERY SCHOOL October 2020

Adopted by Governors: October 2020

Review Date: October 2021

Member of staff responsible for ensuring the school is meeting the needs of pupils with Special Educational Needs and Disabilities: Mrs. Nicola Reid

1. Introduction

Evesham Nursery School values the abilities and achievements of all its pupils, and is committed to providing, for each pupil, the best possible environment for learning. It is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their fullest potential.

This SEND policy details how Evesham Nursery School will ensure that the necessary provision is made for any pupil who has special educational needs or disabilities and that those needs are made known to all who are likely to teach them. The school will use its best endeavours to ensure all staff members in the are able to identify and provide for those pupils who have special educational needs or disabilities; allowing these children to join in the activities of the school together with pupils who do not have special educational needs.

Evesham Nursery School will have due regard for the Special Needs Code of Practice when carrying out its duties towards all pupils with special educational needs and disabilities, and ensure that parents are notified when SEND provision is being made for their child. Provision for children with special educational needs and disabilities is a matter for the school as a whole. The Governing Body, the Head teacher, the SENCo, teachers, keyworkers, teaching assistants and all other members of staff have important day-to-day responsibilities in this regard.

2. Aims

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND
- To raise the aspirations of and expectations for all pupils with SEND
- To ensure the identification of all pupils requiring Special Educational Needs and Disabilities (SEND) provision as early as possible in their school career
- To request, monitor and respond to parents/carers and pupils' views (where appropriate) in order to evidence high levels of confidence and partnership in meeting the needs of children with SEND
- To ensure that all staff are well informed about their pupils' special educational needs and disabilities

- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To ensure that all staff have access to support, advice and training to enable them to use appropriate teaching and learning strategies
- To identify the roles and responsibilities of all staff in providing for children's special educational needs and disabilities
- To enable, through reasonable adjustments, all pupils to have full access to all elements of the school curriculum
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision
- To work in co-operation and productive partnerships with outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- To monitor and evaluate the SEND policy ensuring the effectiveness of SEND provision

3. Objectives

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- To provide support and advice for all staff working with special educational needs pupils
- To provide a Special Educational Needs Co-ordinator (SENCO) who will;
 1. Have day to day responsibility for the operation of SEND Policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
 2. Provide professional guidance and support to colleagues and work closely with staff, parents and other agencies
 3. Advise on the graduated approach to providing SEND support
 4. Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
 5. Liaise with parents / carers of pupils with SEND
 6. Liaise with other early years providers, schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
 7. Be a key point of contact with external agencies
 8. Liaise with potential next providers of education to ensure SEND pupils and their parents are informed about options and a smooth transition is planned
 9. Work with the Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
 10. Ensure that the school keeps the records of all pupils with SEND up to date.

4. What is a Special Educational Need?

All children learn and develop at different rates and have areas of strength and interest, and areas of weakness. A child may have a special educational need if, despite appropriate activities, and differentiated planning and support, they continue to experience a greater difficulty than their peers in learning and developing skills. **It is important to distinguish between children with SEND and those children who are underachieving but who can and will catch up.**

A child has an identifiable SEND if their needs are such that the provider must put in support that is additional or different to what is normally available to all children in the setting, as defined in Worcestershire Children First's Local offer.

Children may have needs in more than one of the following categories:

- **Communication and Interaction:**
 - Speech, Language and Communication Needs (SLCN)
 - Autistic Spectrum Disorder (ASD)

- **Cognition and Learning:**
 - Specific Learning Difficulty (SpLD)
 - Moderate Learning Difficulty (MLD)
 - Severe Learning Difficulty (SLD)
 - Profound and Multiple Learning Difficulty (PMLD)

- **Social, mental and emotional health:**
 - Emotional and Social Development (ESD)

- **Sensory and/or Physical:**
 - Visual Impairment (VI)
 - Hearing Impairment (HI)
 - Multi-sensory Impairment (MSI)
 - Physical Disability (PD)

A child may have needs which span two or more categories, for example a child with a hearing loss may also experience difficulty interacting with their peers. Each child at Evesham Nursery School is considered holistically, so that all their needs can be identified.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

5. Identification of Special Educational Needs

All teachers and teaching assistants are responsible for identifying pupils with SEND at Evesham Nursery School, and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Children are identified as having SEND through a variety of ways, (usually a combination), which may include some of the following:

- Liaison with previous pre-school setting
- Child performing below 'age expected' - Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision.
- Concerns raised by a parent / carer
- Concerns raised by a teacher or member of staff
- Liaison with external agencies / health visitor
- Observation
- Use of tools for standardised assessment e.g Wellcomm Language Assessment tool

Early identification of pupils with SEND is a priority. At Evesham Nursery School each child's levels of attainment on entry are used as a baseline in which to monitor individual progress and attainment. This process is often the starting point in identification of additional needs.

If a child already has an identified special educational need, information may be transferred from other partners in a previous Early Years setting or professionals to whom the child is known. The Nursery school SENCo and the child's keyworker will use this information to;

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the Nursery
- Plan ongoing observation and assessment to provide regular feedback about the child's achievements and experiences, to form the basis for planning the next steps of the child's learning
- Involve parents in implementing a joint learning approach at home

6) Provision for children with Special Educational Needs

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group activities are available where it is felt pupils would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels. The Head teacher and SENCo oversee the school's Equality Plan and are responsible for ensuring that it is implemented effectively throughout the school. The school's provision is reviewed annually to ensure that it promotes the inclusion of all pupils.

In order to help children who have special educational needs and disabilities, the school adopts a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school will record the steps taken to meet the needs of individual children. The SENCo will have responsibility for ensuring that the records are updated and stored whilst the child attends Evesham Nursery School.

The continuum of support ranges from Normal Entitlement (Early Identification) to Exceptional Early Years Funding as seen in the table below;

Early Years Code of Practice Category	School Category
Normal Entitlement (Early Identification)	Wave 1
Graduated Response 1	Wave 1
Graduated Response 2	Wave 2/3
Graduated Response 3	Wave 3
Graduated Response 4	Top up funding
Exceptional Early Years Funding	Top up funding or Education Health Care Plan

A) Normal Entitlement - High Quality Teaching (Wave 1 Support) - including Early Identification

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Nursery staff may use a range of strategies to meet the needs of all children in their class, including those who have been placed onto the early identification list due to a concern being raised about their learning and development. These include;

- Effective planning which considers the needs of all the pupils
- On-going assessment to identify pupil need and the next steps required in their learning
- Clear learning objectives
- Adjusting the pace of the provision for some learners where appropriate
- Differentiated approach to content, language and delivery to communicate learning
- Use of visual materials to engage and enthuse all learners
- Grouping learners
- Repetition and reinforcement to ensure understanding of key concepts
- Taking account of how different children learn
- Effective transition planning at the end of the year to support the child moving into the next group / phase / school
- Formal sharing of pupil strengths and areas for development with parents on a termly basis
- Teachers/ Keyworkers being available to meet with parents as required to discuss their child's progress and learning needs
- School / home liaison - working in partnership to build upon children's learning
- Sharing of newsletters and information with parents and carers

At Evesham Nursery School, high quality learning in all key groups is well supported by highly skilled adults who are able to work effectively with children in smaller arrangements. Keyworkers are responsible and accountable for the progress and development of the pupils in their group, including where pupils access 1:1 support.

If concerns have been raised about an individual child it is initially the responsibility of the key worker to take steps to address the issue – sharing the concerns with the SENCo at the level of Early Identification. Parents / carers may be consulted and specific intervention put in place and monitored for a period of 6-8 weeks. If no progress is noted after this time and concerns remain regarding the pupil's progress / development and / or attainment the child may be added to the school's SEND register with parental permission and their needs aligned upon the Graduated Response model.

Reasons for a child being added to the SEND register may include;

- He/she makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness
- He/she shows signs of difficulty in developing the Prime Areas (Communication and Language, Personal Social and Emotional Development and Physical Development) which result in poor attainment in other Specific areas of Learning
- His/her attainment and/ or progress levels are significantly below age appropriate levels
- He / she has sensory difficulties and continues to make little or no progress, despite the provision of specialist equipment
- He/she has interaction difficulties, and continues to make little or no progress

Once the decision has been made to place a child on the school SEND Register, specific strategies that are additional to those provided as part of the school's differentiated curriculum will be put in place. In order to ensure this action is effective in removing barriers to learning and providing appropriate support and intervention matched to need, a four-part cycle will be adopted.

ASSESS

A clear analysis of the pupil's needs will be carried out by the class teacher/ child's Keyworker, working alongside the SENCo. This will draw on the assessment and experience of the pupil, together with relevant progress and attainment data. The pupil's own views and the views and experience of parents will also be consulted where appropriate.

This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and a clear picture of the interventions put in place and their effect is developed.

PLAN

The keyworker and SENCo will agree a plan for the adjustments, interventions and support to be put in place. This plan will include the expected impact on progress, development or behaviour and a clear date for review. Parents will be consulted and their recommendations will be taken into account.

All staff members who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge.

Parents / carers will be kept fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

DO

The keyworker and Nursery staff will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main group, the keyworker will still retain overall responsibility for the pupil.

REVIEW

Keyworkers will work closely with other Nursery staff to plan and assess the impact of support and interventions. The SENCO will support the keyworker in the further assessment of the child's particular strengths and areas of development, in problem solving and advising on the effective implementation of support.

Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

B) Targeted Provision at Graduated Response One

When children are placed onto the SEND register at Graduated Response One parental permission will have been given for daily interventions / support to be carried out during the child's Nursery session. These are in addition to those provided as part of the school's differentiated curriculum and are put in place for all children on the SEND Register. Such interventions may be provided for pupils who need help to accelerate their progress, to enable them to learning at or above age-related expectations. These specific strategies are often targeted at a group of pupils with similar needs and may include;

- different learning materials or equipment
- further enhanced differentiation of provision
- targeted catch-up interventions
- access to small group teaching or individual support
- a quiet area to work with known staff
- pre-teaching of new concepts / vocabulary
- specialist 1:1 support for children with social and emotional difficulties etc.
- Games and activities to support communication and language, physical and personal social and emotional skills.

Individual responses to additional provision will be kept for each child at Graduated Response One and the overarching provision will be identified on group Provision Maps.

Children's progress will be monitored carefully by keyworkers and if insufficient progress has been made throughout the period of a half term decisions will be made by the SENCO and key worker about the next course of action for the individual child– refining targets at Graduated Response One or suggesting referral to external agencies for support.

C) Targeted Provision at Graduated Response Two / Three / Four.

For a minority of pupils with very specific needs it may be necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential. External support services, will usually be involved with the child at GR2 onwards, to assess or review their needs so that they can;

- advise staff on new provision plans with fresh targets and accompanying strategies,
- provide more specialist assessments to inform planning and the measurement of a pupil's progress,
- give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for introducing this level of support will be that, despite receiving individualised support, the child;

- continues to make little or no progress in certain areas of learning during a substantial period of time
- continues working substantially below that expected of children of a similar age

- continues to have difficulty in developing skills in the prime areas
- has emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class group
- is seen by external agencies who provide specialist targets for development
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

At Graduated Response Two, Three and Four it is likely that highly tailored interventions will be employed by skilled staff members. These may include;

- pre and post teaching
- individualised teaching
- the provision of 1:1 intervention programmes supported by highly skilled staff
- alternative specialist methods
- increasing adult : child ratio in class
- strategic withdrawal for skill based sessions
- use of specialist equipment to reinforce / sustain learning
- support to assist with social interaction, independence, play, mobility, emotional well-being etc.
- flexible, personal visual timetables and objects of reference
- additional support during PE lessons to support mobility
- specialist 1:1 support for children with social, emotional and mental health needs
- Personalised Education Plans
- Intensive Interaction
- Home / School liaison books
- Care plans for pupils with medical needs
- Reduced Timetables
- Workbox system

When the school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The resulting Individual Provision Map (IPM) for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IPM continues to be the responsibility of the keyworker.

It is possible for children's level of support at GR2, 3 and 4 to be increased and decreased – this will be at the discretion of the SENCO – in collaboration with the local authority inclusion teams (as appropriate). Should a change take place mid-term, the SENCO in collaboration with the office administrator will submit a change request form to the local Authority.

Individual Education Plans

All children working at Graduated Response 2, 3, and 4 will have an Individual Provision Map in place to support their specific needs. These plans are personalised and are shared and reviewed with parents and carers.

Individual Provision Maps will include information about:

- the child's current achievements – including areas of strength and preferred activities and experiences
- the short-term targets set for the child
- the teaching strategies to be used in order for the child to meet their targets
- the provision to be put in place
- when the plan is to be reviewed

- outcomes (to be recorded when the plan is reviewed).

The IPM will only record that which is additional to, or different from, the differentiated curriculum and will focus upon two or three individual targets that match the child's needs. The IPM will be reviewed at least three times a year and parents' views on their child's progress will be sought.

In some cases, outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCo may contact them should the school and/or parents feel this is appropriate. The SENCo will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's keyworker will remain responsible for overseeing the day to day working with the child and for planning and delivering an individualised programme. Parents / carers will always be consulted and kept informed of the actions taken to help the child, and of the outcome of these actions.

D) Exceptional Early Years Funding

An Exceptional Early Years Funding category is available to support the SEND of the most complex children with the county. Children must meet the eligibility criteria below set out in the Worcestershire Ordinarily Available document and this level is confirmed by the Early Years Inclusion Funding Panel. Provision within the Nursery for children working at the Exceptional Early Years Funding level will for the most part take the form of additional 1:1 support. The assess, plan, do, review process and Individual Provision Map provision, as identified previously, will continue to support the provision for children working at this level in addition to a possible deferral of a school place or an Education Health and Care Plan.

If parents/carers are considering whether to delay or defer entry into school for matters of SEND, we recommend that they discuss this with an Area SENCo or other professional working with their child, so that all implications of the decision are considered. The policy for delayed entry can be found via Worcestershire Children's First.

Education, Health and Care Plans

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school / setting, but can be requested by a parent /carer. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents/carers
- Keyworkers
- Head teacher
- SENCo
- Social Care
- External agencies

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from Education, Health and Social Care about whether or the child is eligible for an EHC Plan. Parents / carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

An Education, Health and Care Plan will:

- Include the pupil's name, address and date of birth
- Give details of all of the pupils special needs
- Identify the special educational provision necessary to meet the pupil's special educational needs / disabilities

- Identify the type and name of the school where the provision is to be made
- Include relevant non-educational needs of the child
- Include information on non-educational provision

All children with Education, Health and Care Plans will have short-term targets set for them that have been established after consultation with the parents and child (as appropriate). These targets will support the school in formulating an Individual Provision Map for the child which will be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IPM will continue to be the responsibility of the Keyworker / Class Teacher.

All Education, Health and Care Plans will be reviewed annually.

Further Descriptions of children's Learning and Development Needs within the Graduated Support Waves can be seen within the 'Ordinarily Available' document located at;

<https://www.worcestershire.gov.uk/graduatedresponse>

7) Assessment of Special Educational Needs

The school will continue to use appropriate screening and assessment tools throughout the child's time in Nursery and ascertain pupil progress through:

- Evidence obtained by keyworkers / SENCO
- Observations of the child
- Formal and informal Assessment
- Data Analysis
- Use of Standardised screening or assessment tools
- Review of Provision Maps, Individual Provision Maps and next steps
- SENCO records

These systems may provide information about areas in which a child is not progressing satisfactorily. Under these circumstances, keyworkers may need to consult the SENCO to consider what else might be done to support the child's learning. This review may lead to the conclusion that the pupil requires help over and above that which is 'Ordinarily Available' within the setting. The key test of the need for action is evidence that current rates of progress are insufficient. Adequate progress can be defined in a number of ways. It might be progress which;

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, personal and social skills and Language and Communication.
- Demonstrates improvements in the child's behaviour

In identifying children who are making insufficient progress the school will consider a range of factors that may impact on progress and attainment but may not be considered a special educational need or disability. These may include;

1. Attendance and Punctuality
2. Health and Welfare
3. English as an Additional Language
4. Being in receipt of the Early Years Pupil Premium
5. Being a Looked After Child

Should the school decide one of the above factors are proving a barrier to the child's progress and attainment, appropriate steps will be taken to ensure the best outcomes for that child.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, keyworkers will look carefully at all aspects of a child's performance in different areas to establish whether the problems they have in the Nursery are due to limitations in their command of the language that is used there, or arise from special educational needs.

8) Partnership with Parents / Carers

We recognise that working in partnership with Parents and Carers plays a key role in enabling children and young people with additional needs to achieve their potential. The Nursery recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs at Evesham Nursery School will be treated as partners and supported to play an active and valued role in their child's education.

Children and young people with special educational needs and disabilities often have a unique knowledge of their own needs and their views about what sort of help they would like to make the most of their education, will be ascertained. At Evesham Nursery School children with Special Education Needs and Disabilities are encouraged (where possible) to participate in all the decision-making processes and contribute to the assessment of their needs, their reviews and their transitions.

9) Access to the curriculum, information and associated services

Pupils with SEND are given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents / carers and the needs of the individual. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents for other flexible arrangements to be made.

10) Supporting children with medical conditions

The school recognises that pupils at Nursery with medical conditions should be supported effectively so that they can have full access to education. Some children with medical needs may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

The Head teacher and SENCo are responsible for ensuring children with medical conditions are properly supported in school so that they can play a full and active role in school life, remain healthy, achieve their academic potential and access and enjoy the same opportunities at school as any other child.

Full details on how we aim to achieve this can be found in our policy for Supporting Children with Medical Conditions.

11) Monitoring and Evaluating of SEND

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, during discussions and through progress meetings with parents and carers.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on an overarching group and individual provision maps which are updated when interventions are changed and developed. These are updated by the Keyworkers and are monitored by the SENCO. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following ongoing assessments. These interventions are monitored and evaluated at half termly / termly intervals by the SENCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

12) Training and Resources

We aim to keep all school staff up to date with relevant training and developments in teaching practice, in relation to the needs of pupils with SEND.

The SENCO attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for staff members. We recognise the need to train all our staff on SEND issues and we allocate funding (as appropriate) to support this professional development. The SENCO ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

All teachers, keyworkers and support staff undertake induction upon taking up a post at Evesham Nursery School and this includes information on SEND and the systems and structures in place around SEND provision. This induction procedure will also involve discussion and exploration regarding the needs of individual pupils within the Nursery, as appropriate.

Regular training and learning opportunities for staff on the subject of SEND and SEND learning and teaching are provided. Staff members are kept up to date with teaching methods which will aid the progress of all pupils, including those with SEND.

13) Admissions

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND. Pupils with special educational needs are treated as fairly as all other applicants for admission. Please see the School Admission Policy for further information.

14) Dealing with Complaints

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head teacher or SENCO, who will be able to advise on formal procedures for making a complaint.

15) Relevant Policies

The school holds a number of policies which support the needs of all pupils, including those with SEND. These include;

- Safeguarding Policy
- Equality Plan
- Policy for Supporting Children with Medical Needs

- Positive Behaviour Policy Anti-Bullying Policy
- Confidentiality Policy

All relevant policies can be found on our school website at www.evesham-nur.worcs.sch.uk

School provision for children with SEND at Evesham Nursery School is in line with that provided by Worcestershire Local Authority in their local offer. Details of this can be found at ; <https://www.worcestershire.gov.uk/sendlocaloffer>

