



**Early Years
Special Educational Needs and Disability
(SEND) Policy
2025-26**

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Statement of Intent

Manchester Road Primary Academy aims to ensure that all pupils are given the same chances to achieve, whatever their ability. Through a graduated response, early identification and robust support, we ensure that appropriate activities are modified, reasonable adjustments and adaptations are made so that every child has the opportunity to achieve.

As a maintained nursery, we follow our statutory duties under the Early Years Guide to the SEND Code of Practice from the Department for Education, published in September 2014. *

We must:

- ☐ Use our best endeavors to make sure that a child with SEN gets the support they require
- ☐ Ensure an inclusive environment in which children with SEN engage in activities alongside children who do not have SEN
- ☐ Designate a SEN Coordinator (SENCO)- Miss Katie Evans (NASENCO)
- ☐ Inform parents if we are making SEN arrangements for their child

Manchester Road Early Years Team know that a child's success lies in their happiness. We believe that every child deserves to have an exciting, enriching and successful start to their education. We endeavor to provide this through an engaging and challenging curriculum for all children, in an environment that celebrates difference and inclusion.

Each child's needs are identified as soon as possible, before they even start school. A smooth transition into school life is essential and through the use of multiple home visits and agency meetings (where necessary) before each child's induction, we ensure that adjustments to the environment and differentiation can be planned in advance. Parents and carers have found this early process reassuring and it helps to develop a positive relationship for all.

When in school each child's progress is carefully monitored through the use of personalised smart targets which are shared and designed with home goals also in mind. Staff have a flexible approach to planning and provision to suit every child's needs. Where necessary, targeted interventions to aid progress and development are put into place.

1. Definitions

- 1.1. Early years foundation stage refers to educational settings for children between the ages of 2 and 5.
- 1.2. A child under 5 has a learning difficulty or disability if he or she is likely to require SEN support at compulsory school age.
- 1.3. A child has Special Educational Needs if they have a learning difficulty and/or disability which calls for educational adjustments to be made in order to enable them to achieve at the same level as other children their age.
- 1.4. A person has a disability under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.
- 1.5. SEN provision for a child aged two years or older, means educational or training provision in addition, or different from others in the same age range in:
 - ☐ Mainstream schools in England.
 - ☐ Maintained nursery schools in England.
 - ☐ Places in England where relevant early years education is provided.

2. Equality

- 2.1. Under the Equality Act 2010, Manchester Road Primary Academy will make reasonable adjustments for any child and his/her family.
- 2.2. No child will be discriminated against, harassed or victimised on entry into the setting as a result of their individual needs.
- 2.3. Where needs are not able to be met through reasonable adjustment, the setting will refer the child and his/her family to the local authority for assistance in finding a more suitable setting.
- 2.4. Detailed information about admissions can be found in the setting's Admissions Policy.

3. The local offer*

- 3.1. The local offer has two purposes:
 - ☐ To provide clear, detailed, and accessible information about provision that is up to date.
 - ☐ To make provision more responsive to local needs by involving children with disabilities, and those with SEN and their parents.
- 3.2. Manchester Road Primary Academy accepts Tameside's local offer and details of it can be found at the end of this document. *

4. Age related expectations (ARE)

- 4.1. End of Nursery

- ☐ Working at ARE - in line with EYFS Development Matters 2020 Statements Three and Four-Year-Olds*
- ☐ Significantly below ARE- children will be monitored on Department for Education (DfE) Early Years Development Journal*

4.2. End of Reception

- ☐ Working at ARE in line the Early years foundation stage profile*
- ☐ Significantly below ARE- children will be monitored on Department for Education (DfE) Early Years Development Journal* or Small Steps Tracker, showing clear next steps in a specific area of learning

5. Identification

- 5.1. Our aim is for our members of staff to use their professional judgement to identify where there may be SEN outside of the official assessment schedule. Regular staff meetings are held to discuss the progress of children to ensure early intervention.
- 5.2. We will consider progress in communication and language, physical development and personal, social and emotional development (PSED).
- 5.3. Where advice has been sought from outside of the setting, this will be used to inform decisions about whether a child has SEN.
- 5.4. Where there are concerns that an underlying issue such as housing, family or other domestic circumstances may be contributing to the presenting behaviour, we will liaise with other agencies.
- 5.5. Difficulties arising solely from learning English as a second language are not SEN.

5.6. Birth to 3:

- 5.6.1. We rely on parents' early observations of their child. Some complex needs may be identified at birth and others will be noticed by parents and carers as the child develops.
- 5.6.2. We will work in liaison with health services, paediatricians, the child's GP, health visitors, specialist teachers, speech and language therapists and parents to manage developmental problems.
- 5.6.3. If a member of staff in the setting identifies a possible SEN or developmental problem a meeting will be held with parents.
- 5.6.4. We can direct parents to courses in the use of early learning programmes to promote play, communication and language development.

5.7. Assessment at the end of the Early Years Foundation Stage: *

- 5.7.1. At the end of the Early Years Foundation Stage, prior to transitioning to Key Stage One, a full profile will be completed by teachers.
- 5.7.2. The end of stage assessment will inform plans for future learning and identify any additional needs for support.

6. Graduated approach

- 6.1. Manchester Road Primary Academy will, once a potential SEN has been identified, employ the graduated approach to meeting the pupil's needs, including:
- 6.2. Support will be provided as soon as is reasonably practicable to minimise potential learning difficulty and loss of self-esteem.
- 6.3. Assess:**
 - 6.3.1. In order to correctly identify SEN, we, in collaboration with our SENCO and the child's parents, will carry out an analysis of the child's needs.
 - 6.3.2. The initial assessment will be reviewed regularly to ensure SEN provision and support corresponding need.
 - 6.3.3. Where there is little or no improvement in the child's progress, we may need to involve specialist teachers, health, social services or other agencies. This will be done with the consent of the child's parents.
- 6.4. Plan:**
 - 6.4.1. Where SEN support is required, we will formally notify parents about the support available.
 - 6.4.2. Following this notification, we will, in consultation with parents, agree on the outcome, expected impact on progress, development or behaviour, and a clear date for review.
 - 6.4.3. Plans will consider the child's views where appropriate and record this.
 - 6.4.4. Parents will be involved at every stage, particularly in reinforcing the provision or contributing to and recording progress at home.
- 6.5. Do:**
 - 6.5.1. The child's key person/ worker will be responsible for working with the child on a daily basis and will be supported by the SENCO.
 - 6.5.2. They will oversee the implementation of the interventions agreed as part of SEN support.
 - 6.5.3. The SENCO will support in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.
- 6.6. Review:**

- 6.6.1. The effectiveness of the support will be reviewed in line with the agreed date and will be evaluated by the child's key worker with support from the SENCO, working with the child's parents.
- 6.6.2. The cycle of action will be revisited regularly with increasing detail to identify the best way of securing good progress.
- 6.6.3. The graduated approach is led and coordinated by the SENCO working with individual practitioners.
- 6.6.4. If a child has an EHC plan, it will be reviewed at least every 12 months either by the local authority or by Manchester Road Primary Academy on their behalf.

7. Transition

We will support children transitioning from other settings and children about to transition into Key Stage One. This will involve reviewing Education and Health Care (EHC) plans and other SEN support.

8. Education, Health and Care needs assessment

- 8.1. Where a child does not make the expected progress despite relevant and purposeful action to identify, assess and meet their needs, we may request an Education, Health and Care (EHC) needs assessment.
- 8.2. Manchester Road Primary Academy will meet its duty to respond to the local authority within 15 days, if it is named on a child's EHC plan.
- 8.3. The school will admit any child that names the setting in an EHC plan.
- 8.4. The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place to meet them.
- 8.5. If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least 6 months following an initial assessment.

9. Assessment

- 9.1. Manchester Road Primary Academy will, in consultation with the pupil's parents, request a statutory assessment of SEN where the pupil's needs cannot be met through the resources normally available within the school.
- 9.2. The school will meet its duty to respond to any request for information relating to a statutory assessment, to the local authority, within 6 weeks of receipt.
- 9.3. If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations or feedback from the local authority, regarding how the pupil's outcomes can be met through the school's existing provision.

10. Reviewing an EHC plan

10.1. Manchester Road Primary Academy will:

- 10.1.1. Cooperate to ensure an annual review meeting takes place at least annually or 6 monthly for any child under 5 years old, including convening the meeting on behalf of the local authority if requested.
- 10.1.2. Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- 10.1.3. Seek advice and information about the child prior to the annual review meeting from all parties invited.
- 10.1.4. Send any advice and information gathered to all those invited at least 2 weeks prior to the annual review meeting.
- 10.1.5. Cooperate with the local authority during annual reviews.
- 10.1.6. Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.
- 10.1.7. Ensure that a review of a child's EHC plan is undertaken at least 7 months before transfer to another phase of education.

11. SEN and Disability Tribunal

- 11.1. Manchester Road Primary Academy will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEN Code of Practice.

12. Data and record keeping

Manchester Road Primary Academy will:

- 12.1. Include details of SEN, outcomes, teaching strategies and the involvement of specialists as part of its standard system to monitor the progress, behaviour and development of all pupils.
- 12.2. Maintain an accurate and up-to-date register of the provision made for pupils with SEN.
- 12.3. Record details of additional or different SEN provision on a provision map.

13. Confidentiality

13.1 Manchester Road Primary Academy will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure.

13.2 Manchester Road Primary Academy will only disclose the EHC plan to the following people/bodies, under the following circumstances:

- To the SEN and Disability Tribunal when parents appeal and to the Secretary of State if a complaint is made under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings.

- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act related to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and local authorities.
- To any person in connection with the pupil's application for disabled students' allowance in advance of taking up a place in higher education.
- To the principal (or equivalent position) of the school the child will later attend.

Reference Links*

[SEND: guide for early years settings - GOV.UK \(www.gov.uk\)](#)

[Tameside SEND Local Offer \(tamesidelocaloffer.co.uk\)](#)

[Early years foundation stage profile: 2024 handbook \(publishing.service.gov.uk\)](#)

[Early Years Developmental Journal \(councilfordisabledchildren.org.uk\)](#)

[Development Matters - GOV.UK \(www.gov.uk\)](#)

[Early years foundation stage profile handbook - GOV.UK \(www.gov.uk\)](#)