The Lloyd Williamson Nurseries

Special Educational Needs and Disability Policy

2026-2027

Updated by Lucy Meyer
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https://www.rbkc.gov.uk>rbkc>fis>localoffer.page

Please also refer to our Accessibility Policy

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Abbreviations:

LWN Lloyd Williamson Nurseries (refers to PGT1 and PGT2)
PGT1 – the nursery for 0-2 year olds located at 112 Palace Gardens Terrace London W8 4RT
PGT2- the nursery for 2-4+ year olds located at 104 Palace Gardens Terrace London W8 4RT
SEND – Special Educational Needs and Disabilities
SENCO – Special Educational Needs Co-ordinator
EHCP – Education and Health Care Plan
IHCP – Individual Health Care Plan
EAL – English as an additional Language
LAC - Looked after Child IEP – Individual Education Plan
LA – Local Authority e.g. RBKC
LT/SALT – Speech and Language Therapy
OT – Occupational Therapy
EYFS – Early Years Foundation Stage
GDPR – General data Protection Regulation
CPD – Continual Professional Development
PEEPS – personal evacuation plan

Our Rationale

Lloyd Williamson Nurseries (LWN) is committed to offering a fully inclusive learning environment for all children under our care. We believe all children deserve access to all learning opportunities and resources to reach their full potential. We will adapt our learning and, as necessary, the physical environment to enable all children to become confident and independent learners.

Legal Framework

This policy has been written in accordance with the Child and families Act 2014 and other relevant legislation which include:
• SEND Code of Practice 0-25 years (January 2015)
• The Special Educational Needs and Disability Regulations 2014 •
The Special Educational Needs (Personal Budgets)Regulations 2014 in relation to Education and Health Care Plans (EHCP)
• Equality Act 2010
• Mental Capacity Act 2005

The purpose of this policy is to explain and detail the approach the nurseries take to accommodate all children and support them to maximise their potential.

You are disabled 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.

What ‘substantial’ and ‘long-term’ mean
• ‘substantial’ is more than minor or trivial, for example it takes much longer than it usually would to complete a daily task like getting dressed
• ‘long-term’ means 12 months or more, for example a breathing condition that develops as a result of a lung infection

Definition of Special Educational Needs and Disabilities (SEND)

We consider a child to have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for the individual child because they:

• Have significantly greater difficulty in learning than the majority of children the same age
• Have a disability, which prevents or hinders them from making full use of the nurseries' facilities Generally, children's needs can be identified in one or more of the four areas of needs:
• Communication and Interaction
• Cognition and Learning
• Social, Emotional and Mental Health
• Physical and/or Sensory
EAL is not considered as SEND though the child may need extra support in the nurseries.

Aims and objectives

LWN aims to ensure that all children with SEND have full access to the EYFS curriculum and the activities at the nurseries.
Our objectives are:
• To monitor all children to aid early identification of SEND
• Once provision is in place, to review the effectiveness of the provision regularly
• To ensure children with SEND are educated alongside their peers as much as possible • To ensure that specialist support is available as necessary
• To provide staff with relevant information and training
• To work in partnership with parents/guardians regarding their child's progress and attainment
• To work closely with external providers, medical professionals, and the local borough to use their expertise to help decide on the provision for each child
• As necessary, to modify the physical learning environment to meet each child's needs • To provide a SENDCo who will work with all parties and oversee the child's progress and plan accordingly with the staff
• For the SENDCo to meet regularly with the SLT

The Role of the SENCO

• To co-ordinate the provision for children with SEND and to ensure plans meet the needs of children with SEND.
• Maintain a SEND register
• Oversees and manages records of support for SEND children •
Review the SEND provision at least twice a year with the SMT
• Oversee IEPs if implemented
• Communicate openly with parents/guardians of children with SEND

• Contribute to policies to ensure children with SEND is taken into account
• Advises teachers and provide specific training as relevant
• Liaise with external agencies as necessary
• Organises and conducts annual reviews for children with an EHCP
• Liaises with other nurseries or school when/if the child transitions to another setting or starts school
• For LAC – liaise with those responsible for the child

Staff working directly with the child in relation to SEND the SENDCo will:
• Inform staff of the SEND needs of children in their group
• Adapts planning to meet each child's needs
• Liaise and work jointly with the teachers if IEPs are implemented
• Ask staff to attend annual reviews and meetings
• Help assess potential needs of children where staff have noticed any concerns or potential signs that a child may have SEND

Admissions policy for children with SEND

We expect all parents to disclose to the nurseries any known or suspected circumstances relating to health or SEND so we can put plans in place and make sure we can meet the child's needs.

SEND support

When a child is identified as having SEND we will take a four-part graduated approach. Assess, Plan, Do and Review (SEND Code of Practice 2015)

Assess

If we are concerned that a child may have SEND the SENDCo will be notified. The SENDCo will liaise with the teaching staff and observe the child. We will meet with the child's parents/guardians to determine what support is needed and we may suggest an external assessment with a suitably qualified professional e.g. an Educational Psychologist. We expect external specialists to seek the nursery's views on the child. Findings are expected to be shared with the SENCo so that the nurseries have a full picture of needs and the nurseries can plan special provision for the child in line with the recommendations made.

Plan

The nurseries aim to meet the needs of children with SEND with their peer group. Staff will be supported to plan and differentiate according to each child's needs, utilising external support as needed. Where the needs of the child are significant and are a barrier to their full participation in their group's activities additional support will be put in place and IEP's will be written in conjunction with the SENDCo and the parents/guardians. An IEP will take into account – the child's strengths and targets, set realistic goals, state who will implement the goal and resources needed, state the time frame expected for goal to be achieved and comment on the outcomes using these to help plan the next IEP. We recognise that goals may need to be reviewed and changed as needed and expect all concerned to be open about the possibility that a strategy has not worked and may need to be modified.

Do

The teachers are central to implementing the IEPs or any adapted planning. They should use these to… •
Focus on the intended outcomes for the child •
Liaise with the SENDCo •
Be prepared to change targets and strategies as needed
• Have high aspirations for every child

Review

The purpose of any review is for the teachers and SENDCo to ensure that the support remains effective, personalised and up-to-date and makes sure the child is progressing. Reviews will take parents' feedback into consideration.
Reviews can result in three possible outcomes:
1.The child coming off the SEND register.
2.Support continues as before
3.Referral for an EHCP when the complexity of the needs requires a multi - agency approach to assessing the needs and planning provision

EHCP

Parents will need to agree to a request for an EHCP. The nurseries will work closely with the parents and LA to start the process of applying for an EHCP.

Any child with an EHCP will have the recommendations within the plan followed, wherever reasonable and practical. An annual review will be held between the manager, SENDCo, parents, the LA representative and any other external specialists involved with the child's needs.

Involving Specialists

The nurseries may recommend consultation, assessment and support from external agencies such as SALT or OT. Parents/guardians will be fully informed and their consent given prior to specialists being contacted. In usual circumstances we will ask the parents to contact their preferred specialist directly.

Our consultant SEND specialist, Jackie Heywood will be brought in if needed.

Where a child has an EHCP regular liaison with external agencies outlined in the EHCP will be maintained.

Equal Access

Please also refer to our Accessibility Policy.

The nurseries recognise and support children with physical or mental impairment so that they have full access to the EYFS.

All staff are responsible for ensuring that all children' irrespective of additional need, ethnic origin and social circumstances have access to the EYFS curriculum and the opportunity to make the greatest progress possible in all areas of learning and socialising.
All staff should be aware of the individual and differing needs of children. Data will be stored in line with the General Data Protection Regulation.

Staff Continuing Professional Development (CPD)

Staff will need relevant training to help support the needs of children with SEND. Our aim is to…
• Provide staff with information regarding SEND practice
• Give staff access to specific training
• Provide on-line, face to face and external training as relevant

Communication and Collaboration – Partnership with Parents/Guardians

Partnerships with parents/legal guardians play a key role in achieving the best results for every child.
If additional costs are incurred for a child with SEND who does not have a funded EHCP the parents will cover these costs. The nurseries will cover every day costs such as CPD and most resources

Parents/legal guardians may be expected to:
• Recognise and fulfil their responsibilities by playing an active and valued role in their child's learning by supporting their child's SEND needs.
• Inform the nurseries of any concerns they have about their child's learning or provision/
• Fulfil their parental responsibilities for their child this will usually be done through consultations and meetings (both informal or formal) reviews and, if a child has an EHCP, through annual reviews.

Parents/legal guardians may expect to:
• Be informed by the nurseries of any additional support given.
• Be informed when external support is needed.
• Be informed of their child's progress by formal/informal meetings and discussions
• Be informed of IEPs and being given the opportunity to help formulate their child's targets
• Have the opportunity to make their views known about how their child is progressing during meetings and reviews or via direct communication from the SENDCo/SMT.

Parents Concerns Regarding SEND

If any parent/legal guardian has concerns or wishes to make a complaint regarding their child's SEND these procedures should be followed:
• Raise initial concerns with the child's teacher, usually, any concern can be dealt with at this stage •
Arrange a meeting with the child's teacher
• Raise the issue with the SENDCo (Ramona Cristea) ramona@lws.org.uk

• Arrange a meeting with the SENDCo – if the issue is still not resolved contact the director – Lucy Meyer lucy@lws.org.uk
• Arrange a meeting with Lucy Meyer For further details of the complaints procedure please refer to the Complaints Procedure which is available on the nurseries website. We can also provide a hard copy on request.

Record keeping and evaluating the success of this policy

Records are kept on the progress of children with SEND. This policy will be reviewed annually. The process of review will involve Ramona Cristea (Manager and SENDCo) and Lucy Meyer (Director and SENDCo). A review of this policy will take into account:
• Any legislative changes
• The progress made by children with SEND
• The effectiveness of SEND processes
• External inspections
• Wishes and views of parents/legal guardians

Updated October 2026

Lucy Meyer – Director

Appendix 1

The four broad areas of Special Educational Needs The four Broad Areas of Special Educational Needs (SEN) are used in educational settings, to categorise and understand the different types of difficulties a child or young person may face that require special educational provision. These categories are intended to help the nurseries to plan the appropriate support, not to label a child.

1.Communication and Interaction (C&I)

> Definition: This area covers difficulties a child or young person has in communicating with others, which may include struggles with speech, understanding language, or understanding and using social rules of communication.

Examples of Needs:
• Speech, Language, and Communication Needs (SLCN): Difficulties saying what they want (expressive language), understanding what is being said to them (receptive language), or with social communication skills (e.g., taking turns in a conversation, reading body language).
• Autism Spectrum Disorder (ASD) / Autism: Likely to have particular difficulties with social interaction, social communication, and may have restricted, repetitive patterns of behaviour, interests, or activities.

2.Cognition and Learning (C&L)

Definition: This area is for children and young people who learn at a slower pace than their peers, even with appropriate differentiation, or who have difficulties in specific areas of learning.

Examples of Needs:
• Specific Learning Difficulties (SpLD): These affect one or more specific aspects of learning.
Examples include:
- o Dyslexia: Difficulties with accurate and fluent word reading and spelling.
- o Dyscalculia: Difficulties in acquiring mathematical skills.
- o Dyspraxia (Developmental Co-ordination Disorder - DCD): Difficulties with fine and/or gross motor coordination.

• General/Global Learning Difficulties:
- o Moderate Learning Difficulties (MLD): May need extra support in basic literacy and numeracy and understanding concepts.
- o Severe Learning Difficulties (SLD): Likely to need substantial support in all areas of the curriculum.

3. Social, Emotional and Mental Health (SEMH)

Definition: This area is for children and young people who have difficulties in managing their emotions and behaviour. These difficulties may manifest as internalising (becoming withdrawn, isolated) or externalising (challenging, disruptive) behaviours, and may reflect underlying mental health difficulties.

Examples of Needs:
• Difficulties making and keeping relationships with peers and adults.

• Underlying mental health difficulties such as anxiety or depression, self-harming, or eating disorders.
• Diagnoses like Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD), which affect attention, impulsivity, and activity levels.
• Attachment Difficulties: Issues forming secure relationships, often due to early experiences.

4. Sensory and/or Physical Needs (S&P)

Definition: This area includes needs arising from a disability which prevents or hinders a child or young person from making use of the educational facilities generally provided. This may require specialist support and/or equipment.
Examples of Needs:
• Sensory Impairments:
    o Visual Impairment (VI): Ranging from partial sight to blindness, requiring adaptations to materials or environment.
    o Hearing Impairment (HI): Ranging from mild hearing loss to profound deafness, requiring hearing aids, specialist strategies, or technology.
    o Multi-Sensory Impairment (MSI): A combination of both vision and hearing difficulties.
• Physical Disabilities (PD): Conditions that require additional support or equipment to access all opportunities, such as Cerebral Palsy, Spina Bifida, or Muscular Dystrophy.
• Sensory Processing Difficulties: Struggles with processing sensory information (e.g., being over-sensitive or under-sensitive to sounds, touch, movement) that significantly affects daily functioning and learning.

Appendix 2

Referral Procedure

Under the government's Special Educational Needs Code of Practice the teacher will contact the SENDCo with their concerns. The teacher will complete a record of concern to help ascertain the nature of the child's difficulties.

The first response to any pupil who falls within this category will be differentiated and targeted teaching to support learning tasks and activities, these will be reflected in the planning Limited progress and attainment and/or disruptive behaviour may not always be identified as SEND however they may be indicators that SEND is present.

If there is no or limited progress with these interventions a meeting will be held between the parent/legal guardian, teacher and SENDCo. Next steps will be agreed on.

Parents are encouraged to notify the manager if they have any concerns that their child may have SEND.

The child will be added to the internal SEND register

As needed the nurseries will, for example…
1.Start individual learning plans to support the child by planning measurable and realistic goals.
2.Parents will be directed to RBKC's local offer
https://www.rbkc.gov.uk>rbkc>fis>localoffer.page
3.Specialist Intervention – parents will be given details of external specialists e.g. Speech and Language therapy
4.Apply for an Educational and Health Care Plan
5.Request parents to employ a Learning Support Assistant
6.For medical needs the nurseries may request specialist training for staff by a health care professional e.g. for diabetes

Appendix 3

Initial Record of Concern

Setting:	**Date:**
Name of Child:	
Date of Birth:	**Age:**
Number of Sessions in this setting:	

Does the child attend another setting?	**If yes, name of setting and number of days/hours**

Strengths and interests:	
Reasons for concern (give details): Communication & Interaction, Cognition & Learning, Social, Emotional and Mental Health, Sensory and/or Physical Needs.	
Background information and discussion with parents/carers	
Parents/carers signature:	Date:
SendCo signature:	Date:
Intended Review Date:	

More detailed checklists will be used as necessary – example below

Comprehensive Early Years SEND Identification Checklist

Guidance for Teachers

Purpose:

This detailed checklist is for observing and documenting potential patterns of need that may require "SEN Support" (a graduated response) in children aged 2-5.

Action: Mark the box that best describes how frequently you observe the weakness when compared to children of the same age.
• YES: The weakness is consistently and significantly observed in most relevant situations.
• SOMETIMES: The weakness is present, but inconsistent, or only observed under stress/specific conditions (e.g., noisy environments, change in routine).

• NO: The child generally performs within age-appropriate expectations for this skill.

1.Communication and Interaction (C&I)

Specific Observable Weakness	Yes	No	Sometimes
A. **Receptive Language (Understanding)**			
Struggles to follow simple 2-part instructions (e.g., "Tidy the blocks and sit down").	[ ]	[ ]	[ ]
Has difficulty understanding questions requiring complex thought, such as "why" or "how."	[ ]	[ ]	[ ]
Fails to recognize or respond appropriately to nonverbal cues (e.g., a disapproving shake of the head or a smile).	[ ]	[ ]	[ ]
B. **Expressive Language (Speaking)**			
Uses sentences that are noticeably shorter (e.g., 2- 3 words at age 4) or grammatically simpler than peers.	[ ]	[ ]	[ ]
Often struggles to recall or use the correct word during conversation (word-finding difficulty).	[ ]	[ ]	[ ]

Speech is unintelligible (hard to understand) to familiar adults for more than 50% of what is said.	[ ]	[ ]	[ ]

C. **Social Communication**

Rarely initiates communication with peers or adults; waits to be approached.	[ ]	[ ]	[ ]
Has limited use of gestures (pointing, waving) or shared eye contact to seek attention or share interest.	[ ]	[ ]	[ ]
Shows intense, fixed interest in specific objects or topics, making it difficult to shift focus.	[ ]	[ ]	[ ]
Engages in repetitive physical movements (e.g., hand-flapping, rocking) when excited or overwhelmed.	[ ]	[ ]	[ ]

2. Cognition and Learning (C&L)

Specific Observable Weakness	Yes	No	Sometimes

A. Memory and Attention

Cannot sustain attention on a focused, adult-led task for more than 2 minutes without strong prompting.	[ ]	[ ]	[ ]
Fails to recall known routines or where things belong, even with frequent practice.	[ ]	[ ]	[ ]
Finds it extremely difficult to remember sequences (e.g., steps for washing hands, parts of a song).	[ ]	[ ]	[ ]

B. Symbolic Play and Problem Solving

Play remains non-functional (e.g., just mouthing or lining up toys) and rarely involves imaginative scenarios.	[ ]	[ ]	[ ]
Struggles significantly with basic problem-solving (e.g., fitting shapes into a sorter, using a stick to reach			

a toy).	[ ]	[ ]	[ ]
Cannot match or sort simple objects by colour, size, or shape.	[ ]	[ ]	[ ]

C. Pre-Literacy and Numeracy

Shows no interest in books, turning pages, or pointing out pictures/text.	[ ]	[ ]	[ ]
Is unable to correctly count small groups of objects (up to 3 or 4) consistently (subitizing/cardinality).	[ ]	[ ]	[ ]
Actively avoids mark-making or drawing activities that involve holding a pen/crayon.	[ ]	[ ]	[ ]

3. Social, Emotional and Mental Health Difficulties (SEMH)

Specific Observable Weakness	Yes	No	Sometimes

A. Emotional Regulation

Emotional outbursts (screaming, crying, hitting) are severe, frequent, and last disproportionately long.	[ ]	[ ]	[ ]
Finds it nearly impossible to accept 'no' or to cope with minor changes in planned activities.	[ ]	[ ]	[ ]
Shows limited emotional awareness; cannot identify basic feelings (happy, sad, angry) in themselves or others.	[ ]	[ ]	[ ]

B. Relationships and Behaviour

Consistently struggles with turn-taking and sharing, leading to physical confrontations.	[ ]	[ ]	[ ]
Highly dependent on adult attention and comfort; cannot play independently for any significant time.	[ ]	[ ]	[ ]

Is physically aggressive (hitting, biting) or defiant (refusing, running away) towards adults multiple times a day.	[ ]	[ ]	[ ]

C. Anxiety and Withdrawal

Displays extreme distress (e.g., crying, vomiting) during drop-offs or when separating from a familiar adult.	[ ]	[ ]	[ ]
Often withdraws from group activities, preferring to sit alone or observe without joining in.	[ ]	[ ]	[ ]
Appears overly worried or expresses intense fear in situations that peers find routine (e.g., fire alarm, noisy room).	[ ]	[ ]	[ ]

4. Sensory and/or Physical Needs (S/P)

Specific Observable Weakness	Yes	No	Sometimes

A. Fine Motor Control

Cannot successfully manipulate clothing fasteners (buttons, zips) or put on shoes independently.	[ ]	[ ]	[ ]
Struggles to hold small tools (e.g., cutlery, scissors) with an effective grip for age.	[ ]	[ ]	[ ]

B. Gross Motor Control and Coordination

Frequently bumps into objects, trips over flat surfaces, or falls over for no clear reason.	[ ]	[ ]	[ ]
Cannot complete age-appropriate skills like jumping with two feet, hopping, or throwing a ball.	[ ]	[ ]	[ ]

C. Sensory Processing Hypersensitivity (Over-responsive):

Gags or refuses to eat foods with specific textures; distressed by messy play.	[ ]	[ ]	[ ]

Hypersensitivity (Over-responsive): Covers ears frequently due to noise or squints due to light.	[ ]	[ ]	[ ]
Hyposensitivity (Under-responsive/Seeking): Constantly seeks intense sensory input (e.g., spinning, rocking, crashing, chewing objects).	[ ]	[ ]	[ ]

D. Self-Care and Health

Persistent, medically unexplained tiredness or low energy impacting engagement in activities.	[ ]	[ ]	[ ]
Requires constant support for independent self-feeding or toileting, significantly behind peers.	[ ]	[ ]	[ ]

Notes and Next Steps:

• Date of Observation:

• Specific Examples/Context (crucial for evidence):

• Initial Action Taken (e.g., adjusted seating, simplified language):

If the child also attends another setting, permission will be requested from parents to work with the other setting to ensure the interventions used are the same between settings.

Every child has different needs and strengths so interventions differ between every child

Examples of interventions/modifications:
• Visual timetables
• Specialist assessment
• Social stories
• EHCP requested
• Wobble cushions
• Noise cancelling headphones
• Fidget toy
• Writing/drawing slope
• Personalised risk assessment

• Peeps

Lucy Meyer and Ramona Cristea

18th October 2026