Special Educational Needs and Disability (SEND) Policy

Statement of Intent

At Parson's Green Nursery we are committed to the inclusion of all children. All children have the right to be cared for and to develop to their full potential alongside each other, sharing opportunities and experiences and learning from one another. We provide a positive and welcoming environment where children are supported according to their individual needs, and we work hard to ensure no child is discriminated against or disadvantaged as a result of their needs.

We believe that all children have a right to experience and develop alongside their peers, whatever their individual needs. Each child's needs are unique, and we do not attempt to categorise children.

We are committed to working alongside parents in meeting their child's individual needs, to help every child develop to their full potential. We are committed to working with any child who has a specific need and/or disability, and to making reasonable adjustments so that every child can make full use of the nursery's facilities. All children have a right to a broad and well-balanced early learning environment.

Where we believe a child may have additional needs that have not previously been identified, we will work closely with the child's parents and any relevant professionals to establish whether any additional action is required. This includes:

- Liaising with the child's parents and, where appropriate, the child
- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending review meetings with the local authority and other professionals
- Observing each child's development and monitoring these observations regularly

All children are given a settling-in period when joining the nursery, tailored to their individual needs.

Legal Framework

This policy has been written with regard to:

- Early years foundation stage (EYFS) statutory framework Sept 2026
- Children and Families Act 2014
- Special Educational Needs and Disability 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, Health and Care Plans
- Equality Act 2010
- Working Together to Safeguard Children 2026

Our Commitments

The nursery and staff are committed to:

- Recognising each child's individual needs, and ensuring all staff are aware of, and have regard to, the SEND Code of Practice on identifying and assessing any needs not met by the universal provision offered by the nursery
- Including all children and their families in our provision, and ensuring our inclusive admissions practice provides equality of access and opportunity
- Providing well-informed, suitably trained practitioners to support parents and children with special educational needs and/or disabilities, and developing a core team experienced in the care of children with additional needs (see Roles and Responsibilities, below)
- Identifying a named Special Educational Needs and Disability Co-ordinator (SENDCo), experienced in the care and assessment of children with additional needs, and providing staff with specific SEND training (see Roles and Responsibilities, below)
- Identifying the specific needs of children with SEND and meeting those needs through a graduated approach of assessment, planning and review (see Identifying and Supporting Children with SEND, below)
- Ensuring children who progress quickly, sometimes described as more able, are also appropriately challenged and supported
- Sharing any assessments made by the nursery with parents, and supporting parents in seeking any further help they or their child may need
- Working in partnership with parents and other agencies – including education, health and care services – to meet individual children's needs, and seeking advice, support and training where required (see Working with Parents and Other Agencies, below)
- Monitoring and reviewing our practice and provision, making adjustments where necessary, and seeking specialist equipment or services if needed
- Ensuring every child is treated as an individual and an equal, and is encouraged to take part in every aspect of the nursery day according to their needs and abilities
- Encouraging children to value and respect one another, challenging inappropriate attitudes and practices, and promoting positive images and role models of people with additional needs during play
- Celebrating diversity in all aspects of play and learning
- As far as possible, ensuring our physical environment is suitable for children and adults with disabilities
- Ensuring the privacy of children with SEND when intimate care is being provided
- Reviewing this policy annually, and reviewing the effectiveness of our SEND provision using a range of sources, including reviews of individual plans, staff and management meetings, and parental and external agency feedback

Roles and Responsibilities

Our Special Education Needs and Disabilities Coordinator (SENDCo) is **Danica Belzer**. The nursery managers will be responsible in her absence.

The role of the SENDCo is to lead further assessment of a child's particular strengths and needs; to plan future support for the child in discussion with colleagues; and to monitor and review the action taken. The SENDCo ensures that appropriate records are kept, including a record of children receiving SEN Support and those with Education, Health and Care (EHC) Plans. The practitioner usually responsible for the child remains responsible for working with them day to day, and for delivering their individual support.

Parents are always consulted and kept informed of the action taken and its outcome, in line with the SEND Code of Practice 2015.

The SENDCo works closely with all staff to ensure systems are in place to plan, implement, monitor, review and evaluate the nursery's SEND practice and policy, always making sure plans and records are shared with parents.

All staff have a key role in ensuring that children's needs are identified and met. They are responsible for the progress, development and attainment of SEND children in their classes, including where children access support from learning support assistants or any other specialist staff.

Identifying and Supporting Children with SEND

The nursery has regard to the statutory guidance in the SEND Code of Practice: 0–25 Years (DfE and DH, 2015) to identify, assess and provide for children's special educational needs.

The nursery undertakes a Progress Check for all children at age two, in line with the Code of Practice. Providers also complete an assessment at the end of the EYFS (in the final term of the year in which a child turns five) to produce an EYFS Profile.

In addition to these formal checks, the Code of Practice recommends a graduated approach to assessment and planning, led and co-ordinated by the SENDCo. Good partnership working with parents, alongside regular observation and monitoring of each child's progress, helps identify any child who may have SEND

SEN Support

Where a child is identified as having SEND, the nursery provides SEN Support: the adaptations, adjustments and additional help provided to enable the child to learn and make progress alongside their peers. SEN Support follows a continuous four-part cycle:

1) Assess (Staff, SENDCo, and External where appropriate)

Children who are not making expected progress will be referred to the SENDCo for early identification of SEND

Staff should communicate any initial concerns about the child to the SENDCo. These concerns can include:

- Behaviour or ability to socialise
- Cognition and learning
- Concentration levels
- Physical needs or impairments

With parental approval, an educational psychologist or other appropriate specialist may be involved in assessing the child for SEND, the results of which will be communicated to parents and all relevant staff by the SENDCo.

2. Plan (Staff, SENDCo)

We recognise that differentiation is essential to meet the diverse range of abilities within any class. Staff will plan levels of activities so that all children work at their level. For those children who may not necessarily need their own learning intervention programme, staff plan and deliver differentiated material or modify teaching styles and resources used according to individual child's needs. Support and interventions are agreed upon by the SENDCo, teacher, parent and child.

Where an Individual Support Plan (ISP) is required, it is written collaboratively by both the key worker and the SENDCo. Learning should be differentiated appropriately based on the plan. The SENDCo communicates to parents about SEND.

The ISP will provide details and guidance, including:

- Child name, date of birth
- Strengths and areas for development
- List of specialists involved (if any)
- Intended objectives and the methods of implementation
- Evaluations of the interventions

3. Do (Staff)

The staff remain central to ensuring that the intentions of the ISP are carried through in the classroom on a daily basis. Staff should use the ISP to:

- Focus on the intended objectives for the child
- Continuously evaluate the quality of support provided
- Contribute to whole nursery improvement
- Have high aspirations for every child

Staff should encourage all children to become independent learners. All support should be used effectively to increase participation and engagement of children with SEN; suitable support will help improve intended outcomes.

It must be noted that ensuring correct provisions are made for children with SEND is a whole nursery responsibility. Provisions are child-centred and may change often, in accordance with information revealed from reviews. Staff must be vigilant in keeping up to date with the requirements and intended outcomes for each child with SEN.

4. Review (Teacher, SENDCo)

The purpose of the review is for the key worker and SENDCo to discuss whether a child is making adequate progress. Reviews will be termly and will draw on evidence such as the teacher's observational assessment and experience of the child, information on child behaviour, and the impact of the support on the child's progress. The views of the child and parents will also be taken into account where possible.

Assess, Plan, Do, Review is a whole nursery approach to ensuring outstanding progress for children with SEND. Children are central to this approach, and review should be frequent in order for the support to remain effective, personalised and up to date.

This cycle is revisited as many times as needed, with increasing detail or frequency where necessary, to identify the best way of securing and maintaining the child's progress.

Requesting a Statutory Assessment

If SEN Support is not enabling a child to progress satisfactorily, the nursery, in consultation with parents and any external agencies already involved, may ask the local authority to carry out a statutory Education, Health and Care (EHC) needs assessment. This may lead to the child receiving an Education, Health and Care (EHC) Plan.

Working with Parents and Other Agencies

We work closely with parents to create and maintain a positive partnership that supports their child. Parents are informed at every stage of assessment, planning, provision and review, and are provided with information on sources of independent advice and support.

We liaise with other professionals involved with a child and their family, including making transfer arrangements to other settings or schools; we work closely with a child's next setting to discuss their needs and ensure continuity of care.

Effective Early Help

Children and families may need support from a range of local agencies. Where a child and family would benefit from coordinated support from more than one agency (for example education, health, housing or the police), an inter-agency early help assessment should be carried out. An early help assessment identifies what help a child and family need, to prevent needs escalating to the point where a statutory assessment under the Children Act 1989 would be required.

An early help assessment is usually carried out by a lead professional, who supports the child and family, acts as their advocate, and co-ordinates the delivery of support services. This role could be taken on by a GP, family support worker, health visitor, teacher or SENDCo, decided on a case-by-case basis and informed by the child and family. Wherever possible, an early help assessment is carried out with the agreement of the child's parents or carers and involves the family alongside all

professionals working with them. Where a parent or child does not consent, the lead professional must judge whether the child's needs will escalate without help; if so, a referral to local authority children's social care may be necessary.

If at any time it is considered that a child may be a child in need, or that a child has suffered significant harm or is likely to, a referral is made immediately to local authority children's social care. This referral can be made by any professional, in line with Working Together to Safeguard Children.

Training and Resources

All staff in the nursery will be provided with general or specific training or information on meeting the needs of SEND within their classroom.

Occasionally, specialised training will be necessary to support the needs of a particular child. This will be provided to those staff most directly involved with the child.

There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working with SEND children.

Monitoring and Review

This policy, and the effectiveness of our SEND provision, is reviewed annually, drawing on a range of sources including individual plan reviews, staff and management meetings, parental and external agency feedback, inspections and complaints.

This policy was adopted on:	Date for review:
September 2026	September 2027