# Special Educational Needs and Disability (SEND) Policy

## Policy Statement

Little Monsters Day Nursery is committed to ensuring that all children are valued, included, and supported to achieve their full potential. We believe that every child has the right to access high-quality early years provision, regardless of their individual needs or abilities.

We aim to provide an inclusive environment where children with special educational needs and/or disabilities (SEND) are supported to thrive socially, emotionally, and academically.

## Legal Framework and Guidance

This policy is based on the following legislation and guidance:

- Special Educational Needs and Disability Code of Practice (0–25 years)
- Early Years Foundation Stage (EYFS) Statutory Framework
- Children and Families Act 2014
- Equality Act 2010
- SEND Regulations 2014
- Working Together to Safeguard Children

## Aims of the Policy

We aim to:

- Identify SEND at the earliest possible stage.
- Work in partnership with parents/carers.
- Ensure equal access to learning opportunities.
- Provide appropriate support and interventions.
- Build on children's strengths and interests.
- Promote independence and confidence.
- Prepare children for future learning.

## Admissions

We operate a fully inclusive admissions policy.

- No child will be refused admission due to SEND.
- We do not discriminate under the Equality Act 2010.
- Reasonable adjustments are made to support disabled children.
- Individual needs are discussed with parents prior to admission.

# Special Educational Needs Coordinator (SENCO)

The nursery has a designated SENCO who work in partnership with the Manager.

The SENCO is responsible for:

- Coordinating SEND provision.
- Supporting and advising staff.
- Monitoring children's progress.
- Managing SEND records.
- Liaising with external professionals.
- Ensuring parent involvement.
- Overseeing implementation of this policy.
- Managing SEND resources.

The SENCO undertakes regular training to maintain up-to-date knowledge.

# Partnership with Parents and Carers

We recognise parents/carers as key partners in their child's development.

We:

- Share information regularly.
- Involve parents in planning and reviews.
- Seek written consent before involving professionals.
- Offer regular meetings and additional support when required.
- Provide access to our Local Offer.

Parents may raise concerns at any time with the key person, SENCO, or Manager.

# Graduated Approach (Assess, Plan, Do, Review)

We follow the SEND Code of Practice graduated approach:

**Assess**

- Observe and monitor progress.
- Gather information from parents and professionals.
- Identify barriers to learning.

### Plan

- Agree targets and strategies.
- Develop individual support plans.
- Identify resources and interventions.

### Do

- Implement planned support.
- Provide targeted interventions.
- Monitor daily progress.

### Review

- Evaluate effectiveness.
- Update plans.
- Set new targets.

This cycle is reviewed at least termly or more frequently if required.

## Person-Centred Planning (One Planning)

We use a person-centred approach known as “One Planning”.

This focuses on:

- What is important to and for the child.
- The child’s strengths and interests.
- Family views.
- Professional advice.

Plans are developed collaboratively and reviewed regularly.

## Education, Health and Care Plans (EHCP)

Where a child requires significant additional support and is not making expected progress, the nursery will:

- Support parents to request an EHCP assessment.

- Make referrals where appropriate.
- Provide evidence and reports.
- Work closely with the local authority.

EHCPs guide provision and support children's long-term outcomes.

# Transitions

We support children through all transitions, including:

- Entry into nursery.
- Room changes.
- Transfer to school.

Support includes:

- Transition meetings.
- Sharing records and plans.
- Liaison with receiving settings.
- Gradual settling arrangements.
- Additional visits where needed.

Children with SEND receive enhanced transition support.

# Record Keeping

We maintain accurate and confidential records in line with EYFS requirements.

These include:

- Observations and assessments.
- Support plans.
- Review records.
- Professional reports.
- Correspondence.

Records are:

- Stored securely.
- Accessible to parents.
- Shared appropriately with consent.

# Training and Professional Development

We are committed to continuous professional development.

We ensure:

- SENCOs receive specialist training.
- Staff attend regular SEND updates.
- Online and local authority training is accessed.
- Knowledge is shared within the team.

# Monitoring and Evaluation

SEND provision is monitored through:

- Observations.
- Supervision.
- Reviews.
- Parent feedback.
- Professional input.

Practice is reviewed to ensure continuous improvement.

# Equality and Inclusion

We promote:

- Respect and understanding.
- Positive attitudes to diversity.
- Inclusion in all activities.
- Anti-discriminatory practice.

All children are encouraged to participate fully in nursery life.

# Safeguarding and SEND

Children with SEND may be more vulnerable.

We ensure:

- Staff are alert to safeguarding concerns.
- Concerns are reported promptly.
- Appropriate support is provided.
- Safeguarding procedures are always followed.

# Policy Review

This policy is reviewed annually or sooner if required due to:

- Legislative changes.
- Ofsted guidance.
- Identified practice improvements.

# Policy Adoption

Setting: **Little Monsters Day Nursery**
Date Adopted:
Review Date: _____
Signed: _____
Role: **Manager**