



Special Educational Needs and Disabilities (SEND) Policy

This policy has been created with regard to:

- SEND Code of Practice: 0 to 25 years (2015, updated 2020)
- Children and Families Act 2014 (Part 3)
- Equality Act 2010
- Working Together to Safeguard Children (2018)
- Statutory Framework for the Early Years Foundation Stage (2024)

Statement of Intent

At Little Explorers, we are committed to the inclusion of all children. We aim to ensure every child is cared for and educated to develop to their full potential through positive experiences and interactions with others. We value the uniqueness of each child and do not categorise children by need. Our nursery provides a warm, welcoming, and supportive environment where children are respected, included, and celebrated.

We work in close partnership with parents and relevant professionals to identify and meet individual needs. We make reasonable adjustments wherever possible to enable all children to access and enjoy the full range of nursery activities.

All children have the right to a broad, balanced, and ambitious early learning environment. We aim to identify SEND early and support every child in reaching their potential.

Legal Framework and Key Guidance

The nursery has full regard to:

- **SEND Code of Practice: 0 to 25 years (2015, updated 2020)**
- **Children and Families Act 2014**
- **Equality Act 2010**
- **Working Together to Safeguard Children (2018)**
- **EYFS Statutory Framework (2024)**

A child has SEND if they have a learning difficulty or disability that requires special educational provision. This includes:

- A significantly greater difficulty in learning than others of the same age

- A disability that hinders access to facilities typically available to peers

Early Identification and Assessment

We undertake a **Progress Check at Age Two** and, for any children still with us at age five, an **EYFS Profile assessment** as per EYFS guidance. We observe, monitor, and assess development regularly.

If concerns arise, we:

- Liaise with parents and professionals
- Observe and assess children's needs
- Attend relevant review meetings
- Implement strategies based on professional advice

All new children are offered a settling-in period that reflects their individual needs.

SEND Support and Inclusive Practice

We will:

- Treat all children as individuals and support them based on their unique needs and strengths
- Ensure inclusion of all children and families in our provision
- Implement strategies for children with identified SEND
- Support children who are most able to extend their learning
- Train staff in SEND awareness and specific interventions
- Appoint and maintain a trained **SENCO and Manager** (Claire Aquilina) Monitor, review, and adjust provision as needed
- Promote diversity and positive role models across all activities
- Work with parents and external agencies collaboratively
- Share statutory and informal assessments openly with parents

We work in line with our Local Authority's **Graduated Response** to SEND and follow a '**Assess – Plan – Do – Review**' model.

We will:

- Undertake formal and informal observations
- Develop support plans with clear outcomes

- Regularly review and evaluate progress (every 6 weeks)
- Update parents regularly and include the child's voice where appropriate

Early Help and Safeguarding

Where additional support is required across multiple agencies, we will support families in accessing **Early Help**. This includes inter-agency assessments led by a key professional. With consent, we will collaborate with services across health, education, and social care.

Where there is significant concern, or if a child is at risk of harm, referrals will be made to Children's Social Care in line with **Working Together to Safeguard Children (2018)**.

Education, Health and Care Plans (EHCPs)

Where progress remains limited despite intervention, we may work with parents and professionals to apply for an **EHC needs assessment** through the local authority.

Evidence gathered includes:

- Developmental milestones and rate of progress
- Context and nature of needs
- Interventions already in place
- Input from professionals

If granted, we work with the LA to deliver the EHCP and monitor its effectiveness.

Additional Commitments

- Provide **accessible formats** of documents (e.g. large print, different languages)
- Signpost families to the **Local Offer** and assist with navigating services
- Respect privacy and dignity, including during intimate care
- Make reasonable adjustments to the environment for both children and staff with disabilities
- Ensure all staff understand their responsibilities through regular training and supervision
- Celebrate neurodiversity, disability, and inclusion through our curriculum and interactions
- Provide a **complaints procedure** that is accessible to all families. This is available in alternative formats such as Braille, large print, audio, or translated versions where needed. Families are encouraged to speak with the nursery SENCO or Manager if they have concerns.

The Role of the SENCO

Our SENCO will:

- Lead the implementation of SEND support across the nursery
- Guide staff on identifying and supporting children with SEND
- Liaise with external professionals and local authority services
- Ensure parent partnerships are at the heart of our provision
- Coordinate the Graduated Approach and review cycles
- Champion inclusion, equality, and accessibility

Monitoring and Review

This policy and our SEND provision are reviewed **annually**, or sooner if there are changes in legislation or best practice.

For further details, speak to the Nursery SENCO or Manager.

This policy was adopted on	This policy was reviewed on:	Signed on behalf of the nursery
24/01/2022	21/05/2025	gemmaroberts