



Special Educational Needs (SEND) Policy

Updated September 2024

This policy outlines our commitment to providing an inclusive environment that meets the diverse needs of all children, including those with special educational needs (SEND). Our aim is to ensure that every child, regardless of their abilities or needs, is supported to reach their full potential and is included in all aspects of nursery life.

Definition of Special Educational Needs (SEND):

Special educational needs refer to children who have a learning difficulty or disability that makes it harder for them to learn, engage in activities, or access the curriculum at the same level as their peers. This can include, but is not limited to:

- Communication and interaction needs
- Cognitive and learning needs
- Social, emotional, and mental health needs
- Physical and sensory needs

Identification of Special Educational Needs:

Early identification of children with special educational needs is crucial to ensuring that appropriate support is provided. We observe and assess each child's development regularly, looking for signs of developmental delays or challenges in areas such as:

- Communication and language skills
- Cognitive development and problem-solving
- Social interaction and emotional regulation
- Motor skills and physical coordination
- Behaviour and attention

If concerns arise, we will discuss the matter with parents/guardians and explore the next steps, including possible referrals to specialists.

Individualised Support:

We recognise that each child is unique, and our approach to supporting children with SEND will be personalised. For each child identified with SEND, we will:

- **Develop an Individualised Plan:** We will create a tailored learning and support plan in collaboration with parents, guardians, and relevant specialists. This plan will outline specific goals, strategies, and support required.
- **Adapt Activities and the Environment:** We will modify the nursery's curriculum and activities to ensure they are accessible to all children, including making reasonable adjustments to the physical environment (e.g., wheelchair access, sensory spaces) and using specialised resources where needed.
- **Provide Additional Support:** Where necessary, we will allocate additional staff or support workers to work directly with the child, ensuring that they receive the help they need in a supportive and nurturing environment.

Collaboration with Parents and Guardians:

We believe that parents and guardians play a vital role in supporting children with special educational needs. We will:

- **Engage Parents:** We will work closely with parents and guardians to understand their child's needs, strengths, and challenges. Regular communication will be maintained through meetings, reports, and updates on progress.
- **Encourage Parental Involvement:** We welcome parents to be actively involved in the development of the child's support plan and in reviewing progress. This collaboration helps ensure consistency between home and nursery environments.

Staff Training and Development:

We are committed to ensuring that our staff are well-trained in understanding and supporting children with special educational needs. This includes:

- **Ongoing Professional Development:** Staff will receive regular training on SEND, including strategies for differentiation, communication techniques, and supporting emotional and behavioural needs.
- **Specialist Support:** When needed, external specialists (e.g., speech therapists, occupational therapists) may be brought in to train staff or offer guidance on specific needs.

Inclusion and Participation:

We strive to create an inclusive environment where all children are encouraged to participate fully in nursery life, regardless of their abilities. This means:

- **Differentiated Curriculum:** Activities will be adapted so that all children can participate at a level appropriate to their individual needs. We will use a variety of teaching strategies, including visual aids, hands-on learning, and interactive play.
- **Fostering Positive Relationships:** We will promote an inclusive and supportive atmosphere where all children, regardless of ability, are encouraged to form friendships, engage with peers, and participate in group activities.
- **Celebrating Diversity:** We will celebrate the diversity of our children and families and foster an environment where differences are respected and valued.

Review and Evaluation:

The effectiveness of our SEND provision will be regularly reviewed. This will involve:

- **Monitoring Progress:** We will track each child's progress against their individualised plan and set new goals as necessary.

- **Feedback from Parents and Staff:** Regular discussions with parents, staff, and external professionals will help evaluate the support provided and ensure it is meeting the child's needs.
- **Adjustments as Needed:** We will make adjustments to support plans, activities, and staff resources as necessary to ensure that each child's needs are met.

External Support and Referrals

- In cases where a child requires additional support beyond the nursery's capacity, we may refer the child to external agencies or specialists (e.g., educational psychologists, speech and language therapists, local authority support services). We will work collaboratively with these services to ensure that the child receives the appropriate interventions.

Confidentiality:

- All information related to a child's SEND, including assessments and individual support plans, will be kept confidential and shared only with individuals who need to be involved in the child's care and education (e.g., relevant staff members, parents, specialists).

This policy aims to create a nurturing, inclusive environment for all children, ensuring that children with special educational needs receive the necessary support to thrive in their early education.

Review of Policy:

This policy will be reviewed annually (September 2025), or as needed, to ensure that it remains relevant and effective in meeting the evolving needs of the children, families, and staff within the nursery.

Name:	Position:	Signed:	Date:
David Birkbeck	Owner		
Kayleigh Tydd	Director		
Greg Bamber	Nominated Individual		
Zoe Tydd	Manager & DSL		
Abbie Lloyd	Deputy Manager		
Jade Radcliffe	Second Deputy Manager		
Pamela Lear	Practitioner		
Diane Jones	Practitioner		
Emily Gautrey	Practitioner		