Supporting children with Special Educational Needs and Disabilities (SEND)

Policy Statement

We provide an environment where all children, including those with Special Educational Needs and Disabilities (SEND), are supported in reaching their full potential.

Roles and Responsibilities

- **Jo Martin** is the designated person to be the **Special Educational Needs and Disability Coordinator (SENDCO)**.

Procedures

Statutory Frameworks and Principles

- We have regard for the **DfE'S Special Educational Needs Code of Practice (2015)**.
- We follow the **safeguarding requirements and welfare requirements** of the **Early Years Foundation Stage (EYFS) 2026**.
- We promote **equality of opportunity** for disabled children and have regard to the **Equality Act 2010**, making reasonable adjustments to ensure children with disabilities are not disadvantaged.

Working with Agencies and Families

- We work with **external agencies and other professionals** to ensure children with medical conditions are supported and their needs are met.
- We support children with SEND to ensure their **individual needs are met** and they have **full access to the curriculum**.
- We support parents/carers of children with SEND and work in **partnership with them**, enabling them to take an active role in their child's education.
- We inform parents of the **Local Offer** to ensure they are aware of the support available.
- We identify specific needs of children with SEND and meet those needs through a **range of SEN strategies**.
- We involve professionals such as **health visitors, portage workers, speech and language therapists, and specialist teachers** to identify strategies.

Monitoring and Review

- We **monitor and review** our policy, practice and provision to ensure effectiveness and make adjustments if necessary.

Use of Reasonable Force

- When dealing with children with SEND and complex behaviour, we may need to use **reasonable force** to protect the child, staff, or other children.
- There is no legal definition of when it is reasonable to use force. *Reasonable*

force means 'reasonable in the circumstances', meaning that no more force than is absolutely necessary is used, and it must be **proportionate to the child's behaviour and the perceived risk**.
    - Example: physically intervening if two children are fighting, or escorting a child from a building in the event of a fire.
- For force to be lawful, it must be:
    - The **minimum degree of force** required to achieve the result.
    - **Proportionate** to the consequences it is intended to prevent.
- A **risk assessment** would be carried out to reduce the risk of behaviour escalating.

Admission

- Parents/carers of children with SEND should approach the **SENDCO** and manager for more information and to discuss how their child's needs can be met.
- If the special educational need is deemed complex, **additional support will be applied for** from the child's start date.
- Children with identified special needs will be accepted into the setting following **consultation between parents/carers and relevant agencies**. This ensures that:
    - The child's **individual needs are catered for**.
    - Our **provisions are adapted where necessary**.
- Admission decisions take into account the nursery's **facilities, staff arrangements, and training** required for the child's welfare.

Premises

- Our premises are situated **on one level**, allowing easy access for children and families with disabilities.
- We will make **reasonable adjustments** to the setting as required.

The SENDCO

The SENDCO will:

- Ensure that advice and support is offered to all staff, making them aware of their responsibilities in providing for children with SEND.
- Liaise with parents/carers and other professionals.
- Ensure that **background information is collected, recorded and updated**.
- Ensure **Individual Education Plans (IEPs)** are in place and regularly reviewed.
- Take the lead in further **assessment of a child's strengths and weaknesses** to guide future planning.
- Take the lead in **monitoring and reviewing** support provided.
- Ensure appropriate records are kept for children receiving:
    - **SEN Support**
    - **Education, Health and Care Plans (EHCPs)**
    - **Medical Care Plans**
    - **Record behaviours on CPOMS**
- Receive advice and guidance from our **SENDDO**.

- Report to the **committee** at relevant meetings (SEN is always on the agenda).
- Organise and oversee a **speech and language intervention group** with a structured programme of work.

Staff Training

- Staff have **positive attitudes** to including children with SEND.
- The SENDCO and other staff attend/receive **training** related to SEND as available.
- Staff have received training and/or have experience in:
    - Autism
    - Cerebral Palsy
    - Speech and Language Delay
    - Developmental Delay
    - ELKLAN
    - PEIC-D
    - PECS
    - Wellcomm Assessment (speech and language toolkit)
    - Makaton
- Staff work with other professionals to receive training necessary to meet a child's needs.

Early Help/ Family Help

- All staff understand the **principles of Early Help/Family Help** (Working Together to Safeguard Children, 2026).
- Staff are able to identify children and families in need of Early Help/family help and enable them to access it.
- Early Help/Family help is provided **as soon as a problem emerges**, preventing escalation.
- At The Orchard Nursery, we **signpost families** and arrange support by liaising with other professionals.

SEN Support

The SEN Code of Practice 2015 emphasizes **early identification of special needs**.

Partnership with Parents and Children

- We work closely with parents and listen to their concerns.
- Children's voices are also heard and considered.
- Parents are informed and involved at all stages of assessment, planning, provision, and review.
- If necessary, SEND funding will be applied for in liaison with the **SENDO**.

Graduated Approach (Four Stages of Action)

1. Assess

- Key persons **observe, monitor, and review progress** against Nursery Goals and EYFS checkpoints.
- Staff use **professional judgements** alongside Nursery Goals to assess development during daily interactions.
- Parents are kept informed of progress and concerns.

- **Nursery Goals**, developed alongside *Development Matters 2021*, support identification of children needing additional support.
- Additional support is offered in our **speech and language/sensory room (Blossom Room)**, either 1:1 or in small groups.
- A **progress check at 2 years** is mandatory and shared with parents.
- For children with English as an Additional Language (EAL), staff assess whether delays relate to language acquisition or SEN.
- Concerns are discussed with parents and the SENDCO, with parental consent for referrals to professionals if required.

2. Plan

- An **Individual Education Plan (IEP)** is developed in consultation with parents.
- SEN are generally grouped into four broad areas:
    - Communication and Interaction
    - Cognition and Learning
    - Social, Emotional and Mental Health
    - Sensory and/or Physical Needs
- The IEP details:
    - Outcomes being sought
    - Interventions and support
    - Expected impact
    - Date for review
- Staff development needs are identified and addressed.
- Parents are given a copy of the IEP.

3. Do

- The child's **key person** remains responsible for daily work and communication with parents.
- The SENDCO supports the implementation of interventions and problem-solving.

4. Review

- Support is reviewed on an agreed date.
- Key person, SENDCO, and parents evaluate impact and effectiveness.
- Adjustments are made as necessary.
- If progress is insufficient, a request for an **EHC Needs Assessment** may be considered.
- For children with EHCPs, reviews take place **at least every 6 months** by the Local Authority.

Transition

- We work closely with the receiving school to ensure **smooth transition**.
- SEN support or EHCPs are reviewed if needed before transition.
- Information agreed with parents is **shared with the receiving setting**.

External Support

- We are committed to **joint working** with external agencies.
- Communication may include phone calls, written correspondence, email, and face-to-face meetings.

Early Help / Family help Assessments

- An **Early Help / Family help Assessment** is used to evaluate a family's needs and guide professional support.
- When support is needed:
    - Parents are consulted and a **pre-assessment checklist** completed.
    - A **Team Around the Family (TAF)** meeting is arranged, inviting all relevant agencies.

Signed on behalf of the nursery.....Emma Middleton.....Date:… August 2026