



Little  
PREP

0 - 4 YEARS INDEPENDENT DAY NURSERY

# SEND Policy

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Manager

**Date:** 05.06.2025

**Last Reviewed:** 1<sup>st</sup> September 2025

**Next Review Due:** 1<sup>st</sup> September 2026

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### 1. Statement of intent

We provide an environment in which all children are appropriately supported to reach their full potential.

### 2. Aims

The aims and objectives of our SEND policy emphasise the early identification of difficulties a child may have, and on offering an appropriate learning environment in which we provide a range of differentiated activities to meet individual needs.

- > Little Prep Nursery has regard for the DfES Special Educational Needs Code of Practice: 0 to 25, 2015 and the Equality Act 2010 regarding reasonable adjustment of provision to meet individual needs.
- > The setting includes all children who attend our provision ensuring equality of opportunity supporting each child.
- > The child's Key Person will support a child's special educational needs and/or disabilities. All staff are responsible for supporting SEND in the daily routine/opportunities of the setting
- > The parents, key persons and the SENCo will identify the specific needs of children with SEN/disabilities and meet those needs through using a range of strategies.
- > We work in partnership with parents and other agencies in meeting individual children's needs.
- > The SEN practice and provision of the setting will be monitored and reviewed over seen by the SENCo and if necessary adjustments will be made to improve the practice.
- > The Nursery has its own SENCo.

Children with SEND should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum. The SEND Code of Practice states that 'Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- > have a significantly greater difficulty in learning than the majority of children of the same age
- > have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Education Authority

- > are under compulsory school age and fall within the definition at (a) or (b) above or would do if a special educational provision was not provided for them
- > if a child is gifted or talented in any way.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language they will be taught.

In accordance with Section 312 of the Education Act 1996, 'Special Educational Provision' means:

'for children of two and over, educational provision which is additional to, or otherwise different from, the educational provision generally made for children of their age in schools maintained by the LEA, other than special schools, in the area; for children under two, educational provision of any kind'.

### **3. The fundamental principles of the SEND Code of Practice inform us that:**

- > A child with SEND should have their needs met.
- > The SEND needs of children will normally be met in the mainstream schools or setting.
- > The view of the child should be taken into account.
- > Parents have a vital role to play in supporting the child's education.
- > Here, throughout our SEND Policy, 'parents' should be taken to include all those with parental responsibility including corporate parents and carers.

### **Special Educational Needs and/or Disabilities Co-ordinator (SENCO) and arrangements for co-ordinating educational provision for children with SEND.**

#### **4. SENCO's role:**

- > Ensure the objectives of the SEND policy are reflected in the practice of our setting.
- > Ensure liaison with parents and other professionals in respect of children with SEND.
- > Ensure that the staff understand and are familiar with and follow SEND practice e.g. Early identification of any difficulties and target setting
- > To promote staff development in relation to SEND training for staff
- > To ensure policy is put into practice, having regard for the code.
- > Ensuring that relevant background information about the relevant children with SEND is collected, recorded and updated; keeping the SEND register.

#### **5. Admission arrangements for children with SEND**

We welcome all children and aim to respond appropriately to each child's background and individual needs. We ask parents to give as much notice as possible if a child is disabled or has special educational needs. This will enable us to explore with parents and with any outside professionals how we can provide more effectively for that child.

## **6. Arrangements for providing access for children with SEND to a broad and balanced curriculum.**

Staff have differentiation areas in their planning to take into account areas of SEND. The curriculum is evaluated and reviewed regularly and any ideas are incorporated in to the implementation of the curriculum. This is done by all staff members and where appropriate, advisory teachers and managers.

## **7. Arrangements for including children with SEND in the early years setting as a whole.**

Practitioners should take specific action to help children with SEND to make the best possible progress by providing for those who need help with communication, literacy and literacy skills, and planning, where necessary, to develop understanding through the use of all available senses and experiences through:

- > Using alternative communication, including signs and symbols.
- > Using visual aids and written materials in different formats, including large print and symbol text, using ICT and other technological aids
- > Using resources and materials that children can access through sight, sound, touch and smell.
- > Increasing children's knowledge of the wider world by using descriptions and other stimuli to extend their own experiences and imagination.
- > Providing additional support from adults (when needed)
- > Adapting activities or environments, providing alternative activities, using specialist aids and equipment where appropriate, and making sure that the room layout offers the best accessibility to those with sight and motor impairments.

## **8. Graduated Response**

When there is a concern about a child it may be necessary to offer different opportunities or use alternative approaches to their learning. We will record the child's strengths and weaknesses through written observations which will be kept in the child's individual records. Parents will be consulted with and kept informed of these observations and approaches.

When we have observed a child and have agreed with parents there is a concern, our SENCO and key person will further discuss the concerns with parents. They decide with parents how we will further address and monitor the concern and will keep parents informed of actions and progress.

## **9. Special Facilities and Staffing**

Ensuring liaison with parents and other professionals in respect of children with SEND. Ensuring that appropriate IEPs are in place advising and supporting other practitioners within the setting. The SENCO will attend county training courses for their professional development and will address training issues in relation to SEND for members of staff to take part in as appropriate. We offer a range of books and articles on special educational needs which are available for staff to access at any time. Staff also have the opportunity to discuss practice, the policy and procedures through regular staff meetings and supervisions.

Partnership with parents plays a key role in promoting a culture of co-operation between parents, schools, LEAs and other settings. This is important in enabling children and young people with SEND to achieve their potential. Parents hold key information and have a critical role to play in their child's education. To make communications effective, professionals should:

- > Acknowledge and draw on parental knowledge and expertise, in relation to their child.
- > Focus on the child's strengths as well as additional areas of needs

- > Recognise the personal/ emotional investment of parents and to be aware of their feelings.
- > Ensure that parents understand the procedures.

We aim to achieve this at regular parent evenings or specific meetings set up to discuss the situation.

We aim to provide the highest level of care for children with SEND. Throughout the session we offer a range of activities and staffing that is beneficial to their provision of care. As per the criteria stated by EYFS Statutory Guidance, all staff members are qualified to a minimum of NVQ 2 or equivalent, or are currently working towards NVQ 2, NVQ 3 or equivalent. Staff are deployed within each group to work with individual children as appropriate via a Key Person system. Further training for staff in SEND is encouraged by the company and details/ information is given to all staff.

The nursery offers access for wheelchairs and has high adult:child ratios facilitating small group 1:1 help for children. We provide a range of differentiated resources to promote early development in language and literacy skills (e.g. familiar, unfamiliar object boxes, photographs, pictures, pop-up books, tactile books, Story rhyme CD's, topic books, magazines etc.) If a resource should be unavailable or specialist equipment is required, we would discuss this with parents and outside agencies/ professionals to resolve the situation. The LEA can offer support/funding after initial assessment. According to the foundation curriculum guide, 'Practitioners need to provide relevant learning and development opportunities and set realistic and challenging expectations that meet the diverse needs of children, so that most achieve the Early Learning Goals, and some, where appropriate, go beyond them by the end of the Foundation Stage.' We meet these needs by:

- > Using a wide range of teaching strategies based on children's learning needs.
- > Providing a wide range of opportunities to motivate, support and develop children and help them to be involved, concentrate and learn effectively.
- > Monitoring children's progress, identifying any areas of concern, and taking action to provide support, for example, by using different approaches, additional adult help, or other agencies.

We have regard for the Code of Practice on the identification and assessment of Special Educational Needs.

When a staff member, who works on a day-to-day basis with the child, or the SENCO, identifies a child with SEND they should devise interventions that are additional to or different from those provided as part of the setting's usual curriculum.

The triggers for intervention could be the setting's or parents' concerns about a child, who despite receiving appropriate early education experiences,

- > Makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness
- > Continues working at levels significantly below those expected for children of a similar age in certain areas
- > Present persistent emotional and/ or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in our setting.
- > Has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment
- > Has communication and/ or interaction difficulties and requires specific individual interventions in order to access learning.

The SENCO and colleagues should collect all known information about the child and seek additional new information from the parents. In some cases, outside professionals from health, social services or the education

psychology service may already be involved with the child. The SENCO and child's teacher/ Key Person, in consultation with parents, should decide on the action needed to help the child to progress in the light of their earlier assessment. The actions should enable the very young child with SEND to learn and progress to the maximum possible. The key lies in effective individualised arrangements for learning and teaching.

The action or strategies employed to enable the child to progress should be recorded within an Individual Education Plan (IEP). This should include information about the short-term targets set for the child, the teaching strategies, the provision to be put in place, when the plan is to be reviewed and the outcome of the action taken. Ideally, the IEP should be under a continual review, however, in such situations where there cannot be a fixed term or formal meeting, IEPs should be reviewed at least three times per year. Parents' views on the child's progress should be sought.

The SENCo may be involved as external support agencies/ services who can help early educational settings with advice on new IEPs and targets, provide more specialist assessments, give advice on the use of new/ specialist strategies or materials, and in some cases provide support for particular activities.

A request for help from external services is likely to follow a decision taken but the SENCo and colleagues, in consultation with parents, at a meeting to review the child's IEP.

The trigger for referral for seeking help from outside agencies could be that, despite receiving an individualised programme and/ or concentrated support, the child:

- > Continues to make little or no progress in specific areas over a long period of time.
- > Continues working at an early years curriculum substantially below that of children of a similar age.
- > Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised behaviour management programme has sensory or physical needs and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service
- > Has an on-going communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

## **10. Request for Statutory Assessment**

For very few children the help given by the early education setting may not be sufficiently effective to enable the child to progress satisfactorily. It will then be necessary for the setting, in consultation with parents and any other external agencies already involved, considering whether a statutory multi-disciplinary assessment may be appropriate. In very few cases where there are severe, and complex needs the extent of the child's needs will be evident. In such cases request for assessment might be made prior to any early education intervention, and there should be no need for reports from all the agencies involved with the child before the LEA can reach a decision. The LEA should act on reports from the professionals most closely involved with the child. Where a request for statutory assessment is made to an LEA, the child will have demonstrated significant cause for concern. The LEA will generally seek evidence that any strategy or programme implemented for the child in question has been continued for a reasonable period without success.

The SENCO should take the lead in the further assessment of the child's particular strengths and weaknesses, in planning future support for the child in discussion with colleagues and in monitoring and subsequently reviewing the action taken. The SENCO should also ensure that appropriate records are kept. The practitioner usually responsible for the child should remain responsible for working with the child on a daily basis and for planning and delivery of an individualised programme. Parents should always be involved in the outcome of this action. In conjunction with our admissions policy we welcome all children and aim to respond appropriately to each child's background and individual needs. This will enable us to explore with parents and any outside professionals how we can provide most effectively for that child.

## 11. Monitoring and Evaluating the SEND Policy

The SEND policy is continually monitored and is evaluated annually by the SENCO and Nursery Manager. Staff members are informed of any changes in the policy at regular staff meetings.

When reviewing the policy, we look at the following criteria:

- > are all staff aware of the policy and procedures
- > are all parents informed of the policy
- > are children with SEND identified and placed on the register
- > do IEPs have clear, specific targets
- > are these reviewed regularly with parents
- > does the Pre-School setting involve outside agencies systematically, is advice acted on
- > have the aims and objectives of the policy been achieved
- > how well have our identification procedures enabled us to attend to children with difficulties, and to put appropriate observation and assessment in place

## 12. Complaints in relation to SEND provision

### **Parents, Manager, Outside agencies.**

The parent is to bring any problem to the SENCO's attention, and it is up to the SENCO to deal with the situation to the best of their ability. If they cannot or the parent is not satisfied with the outcome, then it must be reported to the Nursery Manager. If the problem has occurred with the outside agency, then the SENCO will again try to rectify the situation as stated in our Complaints Policy and the other agencies involved. All problems must be recorded and placed in a confidential file to which only the SENCO and Nursery Manager have access to.

### **Links With Other Early Years Settings**

If a child attends 2 settings, we liaise with the other setting to provide a co-ordinated approach to meet the child's needs. Written parental permission for these meetings is always required. Please see confidentiality policy.

Parents have access to their child's learning journey via Famly. The Key Person liaises with the SENCO as necessary to keep the SENCO informed of support and progress. These records are kept at the setting to further assess the child's progress. Children who are due to move to another setting will have their Learning Journey assessment information sent to the new setting to support parents with information about their child and enable a smooth child transition. We are required to ensure the next setting gets information from our setting about a child's development. Children who have IEPs will have formal meetings arranged with parents, key persons and the school SENCO and staff due to support the child. We have strong links with local primary schools and the SENCO will share information about IEP's in meetings with primary teacher/school SENCO or next setting/SENCO. Parents are continually reminded of the information sharing in which they give their permission for in agreeing to and signing their child's IEP.

### **Links with Other Support Services and other Agencies**

The setting have support and advice from the local authority by an Early Years Consultant and Area SENCO who can advise and support the key person/SENCO through visits to the setting as required. We seek parental permission to obtain advice on an individual child and parents are invited to this meeting. We would ask for permission to seek advice on an individual child from another professional/ agency such as speech therapists, advisory teacher, physiotherapists, portage workers etc.