



Special Educational Needs and Disabilities (SEND) Policy

Introduction

This policy has been developed within the context of current legislation, including the SEND Code of Practice (2015), The Equality Act (2010), Children and Families Act (2014) and the Early Years Foundation Stage (EYFS). It also reflects the ethos and values of our setting.

Little Discoverers Nursery places self-regulation and wellbeing at the core of our practice. We recognise that for children to learn effectively they must experience high levels of emotional security and wellbeing. For this reason, Personal, Social and Emotional Development is central to our teaching and learning.

We want children to feel confident, happy, motivated and involved in their learning. By creating a nurturing environment where children feel safe and valued, we enable them to make the best possible progress across all areas of development.

We believe that every child is unique and deserves the opportunity to thrive regardless of ability, need, background or circumstance.

Our Values

Our practice is guided by the following principles:

- Secure, respectful and reciprocal relationships
- Partnerships with parents or carers and other professionals
- High expectations for every child
- Equity and inclusive practice
- Respect for diversity
- Ongoing learning and reflective practice
- Focus on dispositions for learning rather than the end product
- Love and reason rather than reward and punishment
- Supporting the wellbeing of both children and adults
- Providing each child with the best start through our unique curriculum and highly trained staff

We are committed to creating an environment where all children feel a sense of belonging and where differences are recognised and celebrated.

Developing Life Skills

We support children in developing essential life skills that enable them to become confident learners and active members of the community.



These include:

- Planning for their own learning
- Problem solving
- Conflict resolution
- Caring for others in the community
- Building positive relationships
- Understanding and managing emotions
- Developing divergent thinking skills
- Learning negotiation and compromise
- Developing intrinsic motivation

These life skills are especially important for children with SEND as they help build confidence, resilience and independence.

Equal Opportunities and Inclusion

We are fully committed to inclusive practice and ensuring equal opportunities for every child.

Children and parents are actively involved in shaping expectations and their views are respected and valued.

We ensure that children with SEND are supported through:

- A range of learning styles
- Individualised teaching approaches
- Adjusting the level of challenge to suit each child
- Using children's interests and motivations as the starting point for learning
- Creating flexible learning environments

Our setting recognises and complies with relevant equality legislation including:

- The Equality Act (2010)
- The SEND Code of Practice (2015)
- The Children and Families Act (2014)

We ensure that reasonable adjustments are made so that children with SEND can access all aspects of our provision.

We are committed to improving outcomes for all children and eliminating discrimination, harassment and bullying.



Identifying Special Educational Needs

Early identification of Special Educational Needs and Disabilities is essential to ensure that children receive the support they need as early as possible. Practitioners in our setting work closely together with parents and other professionals to identify any emerging concerns about a child's development.

We recognise that every child develops at their own pace; however, careful observation and monitoring allows us to identify when a child may require additional support.

Staff are trained to recognise when a child may need additional support in one or more areas of development.

These areas may include:

- Communication and language
- Social, emotional and mental health development
- Physical development
- Cognition and learning
- Sensory needs

Practitioners regularly observe children as part of our ongoing assessment process. These observations help us to understand children's strengths, interests and areas where additional support may be required.

If concerns are identified, practitioners will:

- Discuss observations with the SENCO
- Monitor the child's progress carefully
- Gather further observations and evidence
- Speak with parents or carers to gain a fuller understanding of the child's development both at home and within the setting

Parents and carers are always involved in this process, as they have valuable knowledge of their child's development, interests and needs.

Where appropriate, the setting may also consider information from:

- Development checks
- Health visitor reports
- Progress checks at age two
- Reports from other professionals
- Previous early years settings

If a child is identified as needing additional support, appropriate strategies will be planned and



implemented within the setting through the graduated approach (Assess, Plan, Do, Review).

The aim of early identification is not to label children but to ensure that they receive the support needed to enable them to thrive and reach their full potential.

We recognise that children's needs may change over time. For this reason, children's progress is continually monitored and reviewed to ensure that support remains appropriate and effective.

Graduated Approach

We follow the **Assess – Plan – Do – Review** cycle outlined in the SEND Code of Practice.

Assess

Practitioners observe the child, gather information from parents and monitor development.

Plan

Support strategies and outcomes are agreed with parents and staff.

Do

Strategies are implemented within daily practice.

Review

Progress is regularly reviewed and support is adjusted where needed.

Working in Partnership with Parents and Carers

Parents and carers are a child's first and most important educators, and we recognise the vital role they play in supporting their child's development and wellbeing.

We are committed to building strong, respectful and trusting partnerships with families. Open communication ensures that children receive consistent support both at home and within the setting.

We believe that when parents and educators work together, children feel more secure, confident and able to thrive.

Parents are actively involved in their child's learning and development through:



- Regular conversations and shared observations
- Parent meetings and progress discussions
- Involvement in identifying and planning support for their child
- Opportunities to contribute their knowledge of their child's strengths, interests and needs
- Collaborative decision-making when additional support is required

When a child requires additional support, we work closely with parents through the Assess–Plan–Do–Review process. Parents are fully involved in setting targets, planning strategies and reviewing progress.

We also support parents by:

- Providing information and guidance about SEND
- Signposting to relevant services or professionals when appropriate
- Ensuring that parents feel listened to, respected and valued
- Celebrating children's achievements and progress together

We understand that every family is unique and we aim to build relationships based on trust, openness and mutual respect.

By working together we can ensure that every child receives the support they need to develop confidence, independence and a love of learning.

Removing Barriers to Learning

We recognise that some children may experience barriers that affect their ability to access learning and participate fully in the life of the setting. Our role is to identify these barriers and make appropriate adjustments so that every child can succeed.

Barriers to learning may arise from a variety of factors including communication difficulties, emotional wellbeing, physical needs, environmental factors or differences in learning styles.

We aim to remove or reduce these barriers through inclusive practice and thoughtful planning.

Strategies we use to remove barriers to learning include:

- Adapting the learning environment to ensure it is accessible and inclusive
- Providing differentiated activities that reflect children's individual needs and abilities
- Using visual supports, gestures or alternative communication methods where appropriate
- Allowing children additional time to process information and complete activities
- Providing additional adult support when required
- Using children's interests and motivations as a starting point for learning
- Creating calm and predictable routines to support emotional security



- Supporting children to develop communication, confidence and independence

Practitioners work closely with the SENCO to ensure that appropriate strategies are implemented consistently. Where necessary, advice from external professionals will be incorporated into daily practice.

We recognise that small adjustments can make a significant difference to a child's learning and wellbeing. By creating an environment that is flexible, responsive and inclusive, we aim to ensure that all children can participate, feel valued and develop a positive sense of self.

Working with Other Professionals

We recognise that some children may require additional support from external professionals in order to fully meet their developmental needs. When appropriate, we work collaboratively with a range of professionals to ensure children receive the most effective and holistic support possible.

Working with other professionals allows us to gain specialist knowledge, advice and guidance that helps us better understand a child's needs and plan appropriate strategies to support their development and wellbeing.

Professionals we may work with include:

- Speech and Language Therapists
- Educational Psychologists
- Health Visitors
- Occupational Therapists
- Physiotherapists
- Early Years SEN Advisory Teachers
- Paediatricians
- Family Support Workers
- Social Care professionals where appropriate

Where concerns about a child's development are identified, these will first be discussed with parents or carers. With parental consent, referrals may be made to appropriate professionals so that additional advice or assessment can take place.

The SENCO will coordinate communication between the setting, parents and external professionals. This may include:

- Attending or organising multi-agency meetings
- Sharing observations and assessments
- Implementing recommended strategies within the setting



- Monitoring the impact of interventions and support strategies
- Reviewing progress collaboratively with parents and professionals

Any advice or strategies provided by professionals will be incorporated into the child's individual support plan and implemented within daily practice. Staff will work closely with the SENCO to ensure that strategies are consistently applied.

We recognise that successful multi-agency working depends on clear communication, shared goals and mutual respect between professionals and families. Parents and carers will always remain central to this process and will be involved in all discussions and decisions about their child.

Through collaborative working we aim to ensure that children receive early, coordinated and effective support, enabling them to reach their full potential and participate fully in the life of the setting.

Role of the SENCO (Special Educational Needs Coordinator)

The SENCO plays a key role in ensuring that children with Special Educational Needs and Disabilities receive the support they need to access learning and thrive within the setting.

The responsibilities of the SENCO include:

- Supporting practitioners in identifying children who may have additional needs
- Coordinating support for children with SEND
- Working closely with parents and carers
- Liaising with external professionals such as speech and language therapists, educational psychologists and health professionals
- Supporting staff in planning appropriate strategies and interventions
- Monitoring the progress of children with SEND
- Ensuring the setting follows the **SEND Code of Practice**
- Supporting staff training and professional development in SEND

The SENCO works collaboratively with the whole team to ensure that **inclusive practice is embedded throughout the setting** and that all children are able to participate fully in learning experiences.

Supporting Transitions

Transitions can be significant events for young children, particularly for those with SEND. We aim to make all transitions as **smooth and supportive as possible**.



We support transitions by:

- Building strong relationships with parents and carers
- Sharing relevant information with receiving settings or schools (with parental consent)
- Arranging transition meetings where appropriate
- Providing opportunities for children to visit their new environment
- Preparing children through conversations, stories and familiar routines
- Working collaboratively with schools and professionals to ensure continuity of support

Our aim is to ensure that children feel **safe, confident and prepared** for their next stage of learning.

Concerns and Complaints

We work hard to build strong partnerships with families and to resolve any concerns quickly and respectfully.

If parents or carers have concerns about SEND provision, we encourage them to:

1. Speak with their child's key person.
2. Discuss the concern with the SENCO or manager.

We will listen carefully to concerns and work together to find a solution that supports the child's best interests.

If concerns remain unresolved, parents may follow the setting's **formal complaints procedure**.

We are committed to maintaining **open, honest and respectful communication** with families at all times.

Settling-In and Early Identification

All children are given a settling-in period when they join the setting so that staff can build relationships and gain an understanding of each child's interests, strengths and needs.

During this time practitioners observe children carefully and monitor their development. If practitioners identify any concerns about a child's development, these will be discussed with parents sensitively and respectfully.

Early identification is important because it allows us to provide support as soon as possible



and ensure children receive the help they need to thrive.

Observations, discussions with parents and ongoing assessment help us to identify when additional support may be required.

Graduated Approach to SEND

Graduated Approach

We follow a graduated approach to identifying and supporting children with SEND.

This approach allows practitioners to monitor children's progress and provide increasing levels of support when needed.

The stages include:

Cause for Concern

Practitioners may notice that a child requires additional support. Observations will be recorded and discussed with parents and the child's progress will be monitored.

Targeted Support

If concerns remain, targeted support strategies will be implemented. Specific learning targets will be agreed and additional strategies will be used to support the child's development.

These targets will be reviewed regularly in partnership with parents.

Intensive Support

If a child continues to experience difficulties, referrals may be made to external professionals for additional guidance and support.

This process ensures that children receive the appropriate level of support as early as possible.

Individual Plans for Children with SEND

Individual Support Plans

Where appropriate, children with SEND may have an individual support plan that outlines:

- The child's strengths and interests
- Areas where support is needed
- Strategies to support learning and development



- Short-term targets
- How progress will be monitored

These plans are developed in partnership with parents and, where appropriate, external professionals.

Plans are reviewed regularly to ensure strategies remain effective and that children continue to make progress.

Environment and Inclusion

Inclusive Environment

We aim to create an environment that supports the participation of all children.

This includes:

- Ensuring the environment is accessible and inclusive
- Providing differentiated activities to meet individual needs
- Adapting resources and teaching strategies
- Providing additional adult support when needed
- Promoting positive images of diversity within the setting

All children are encouraged to participate fully in the life of the setting.

Staff Training and Expertise.

Staff Training

We recognise the importance of ensuring staff have the knowledge and skills required to support children with SEND.

Staff receive ongoing training and professional development in areas such as:

- Special Educational Needs and Disabilities
- Communication and language development
- Behaviour and emotional wellbeing
- Inclusive teaching strategies

Where appropriate, staff may also receive training from external professionals to ensure the best possible support for children.



Confidentiality and Record Keeping

We recognise that information regarding children with SEND is sensitive and must be handled carefully and respectfully.

All records relating to children's additional needs are kept securely and treated as confidential.

Records may include:

- Observations and assessments
- Individual support plans or learning plans
- Reports from external professionals
- Meeting notes and review records

Information will only be shared with professionals involved in supporting the child, and always with the knowledge and consent of parents or carers unless there are safeguarding concerns.

Maintaining accurate records allows practitioners to monitor children's progress and ensure that support remains appropriate and effective.

Children's Voice and Participation

We believe that children should be listened to and involved in decisions that affect them wherever possible.

Children communicate their views in many different ways, including through their play, behaviour, communication and interactions with others.

Practitioners support children to express their views by:

- Observing children's interests and responses
- Listening to children's ideas and suggestions
- Providing opportunities for children to make choices
- Encouraging children to share their feelings and opinions
- Supporting children to communicate in ways that work best for them

Where appropriate, children are involved in discussions about their learning and development so that they feel valued, respected and included.

By recognising and responding to children's voices, we help build confidence, independence



and a strong sense of belonging.

The Local Offer

Every local authority publishes a **Local Offer**, which provides information about services and support available for children and families with Special Educational Needs and Disabilities.

Our setting works closely with the Local Authority and uses the Local Offer to access guidance, services and professional support when required.

The Local Offer provides information about:

- Support services for children with SEND
- Specialist health and education services
- Parent support organisations
- Advice and guidance for families
- Information about Education, Health and Care Plans (EHCPs)

We signpost parents and carers to the Local Offer so they can access information and support that may benefit their child and family.

Parents can access the Local Offer through their local authority website or by speaking with the SENCO.

Inclusive Curriculum and Universal Provision

We believe that high quality teaching and an inclusive curriculum benefit all children, including those with SEND. Our curriculum is designed to be flexible and responsive so that it can meet the needs of every child.

Universal provision includes the everyday strategies and approaches that support all children's learning and development.

These include:

- A well-planned environment that promotes independence and exploration
- A balance of adult-led and child-initiated learning experiences
- Strong key person relationships that support emotional security
- Clear routines that help children feel safe and confident
- Opportunities for communication and language development throughout the day
- Learning experiences based on children's interests and motivations

High quality universal provision often reduces the need for additional intervention because it



ensures that children are supported through inclusive practice from the start.

Supporting Emotional Wellbeing

We recognise that emotional wellbeing is central to children's development and learning. Children who feel safe, secure and valued are more able to engage in learning and develop positive relationships.

Practitioners support emotional wellbeing by:

- Building strong, trusting relationships with children
- Helping children to understand and manage their emotions
- Providing calm and predictable routines
- Supporting children through changes and transitions
- Creating safe spaces where children can regulate their emotions

Children with SEND may need additional support to develop emotional regulation, and practitioners work sensitively to provide this support.

Funding and Additional Support

In some cases, additional funding may be available to support children with SEND. This may include funding from the Local Authority to provide extra resources, specialist equipment or additional staffing.

The SENCO may work with parents and professionals to apply for funding where appropriate.

Funding may be used to support:

- Additional adult support
- Specialist resources or equipment
- Targeted interventions
- Professional advice or training

All funding is used to ensure children receive the support needed to access learning and make progress.

Commitment to Inclusion

Our setting is committed to creating an inclusive environment where every child feels valued



and respected.

We believe that diversity strengthens our community and enriches children's learning experiences.

We aim to:

- Create a welcoming and inclusive environment for all children and families
- Celebrate differences and promote respect for diversity
- Ensure that every child has equal opportunities to participate in the life of the setting
- Support children to develop confidence, independence and positive relationships

By working together with children, families and professionals, we aim to create a setting where every child can thrive.

Monitoring and Reviewing the Policy

This policy will be reviewed regularly to ensure that it remains effective and reflects current legislation and best practice.

The effectiveness of SEND provision will be evaluated through:

- Observations and assessments of children's progress
- Staff discussions and reflective practice
- Feedback from parents and carers
- Input from external professionals

This ensures that our practice continues to develop and improve to meet the needs of all children.

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