



## Special Educational Needs and Disabilities (SEND) Policy

This policy has been created with regard to:

- The SEND Code of Practice 2015
- Children and Families Act 2014 (Part 3)
- Equality Act 2010
- Working Together to Safeguard Children (2023)
- Statutory Framework for the EYFS.

### **Special Educational Needs and Disability (SEND) code of practice**

The nursery has regard to the statutory guidance set out in the Special Educational Needs and Disability Code of Practice to identify, assess and make provision for children's special educational needs. At Brightsparks, we use the SEND Code of Practice definition of Special Educational Needs and Disability:

### **Statement of intent**

We are committed to the inclusion of all children at our nursery. We ensure all children are cared for and educated to develop to their full potential alongside their peers through positive experiences. We provide a positive and welcoming environment where children are supported according to their individual needs, and we work hard to ensure no child is discriminated against as a consequence of their needs.

We undertake a Progress Check of all children at age two in accordance with the Code of Practice and statutory framework for the EYFS to support early identification of needs. We will also undertake the Early Years Foundation Stage Profile (EYFSP) assessment for any children who remain with us and do not attend Reception in the final term of the year in which they turn five, as per the statutory framework for the EYFS.

We will work closely with the child's parents and any relevant professionals if we identify any areas where a child's progress is less than expected, to establish if any additional action is required. This may include:

- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority and other professionals
- Observing each child's development and assessing such observations regularly to monitor progress.
- Signpost parents to where they can find additional support, for example, their GP or Health Visitor, and Chatterbox for Speech and Language.

We will:

- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice
- Ensure that all children are treated as individuals and are supported to take part in every aspect of the nursery day according to their individual needs and abilities
- Include all children and their families in our provision
- Identify the specific needs of children with special educational needs and/or disabilities and meet those needs through a range of strategies
- Ensure that children who learn at an accelerated pace, e.g. 'more able' are also supported
- Encourage children to value and respect others
- Provide suitably trained practitioners to help support parents and children with special educational difficulties and/or disabilities - Room Managers can undertake Croydon's Practical Guidance to SENDCO training
- Develop and maintain a core team of staff who are experienced in the care of children with additional needs and identify a Special Educational Needs and Disabilities Co-ordinator (SENDCO) who is

experienced in the care and assessment of children with additional needs. Staff will be provided with specific training relating to SEND and the SEND Code of Practice

- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services where required
- Challenge inappropriate attitudes and practices
- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning
- Work in partnership with parents and other agencies to meet individual children's needs, including the education, health and care authorities, and seek advice, support and training where required
- Share any statutory and other assessments made by the nursery with parents and support parents in seeking any help they or the child may need.

Our nursery Special Education Needs and Disabilities Co-ordinator (SENDCO) is **[insert name]**.

The role of the SENDCO in our setting includes:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND
- Advising and supporting colleagues
- Ensuring parents are involved throughout and that their insights inform action taken by the setting
- Liaising with professionals or agencies beyond the setting
- Taking the lead in implementing the graduated response approach and supporting colleagues through each stage of the process.

We will:

- Designate a named member of staff to be the SENDCO and share their name and role with all staff and parents
- Ensure parents are involved at all stages of the assessment, planning, provision and review of their child's care and education and include the thoughts and feelings voiced by the child, where possible
- Signpost parents and families to our Local Offer to access local support and services
- Undertake formal Progress Checks and assessments of all children in accordance with the SEND Code of Practice and statutory framework for the EYFS
- Set out in our inclusive admissions practice on how we meet equality of access and opportunity
- Make reasonable adjustments to our physical environment to ensure it is, as far as possible suitable for children and adults with disabilities using the facilities
- Provide a broad, balanced, aspirational early learning environment for all children with SEN and/or disabilities and differentiated activities to meet all individual needs and abilities
- Liaise with other professionals involved with children with special educational needs and/or disabilities and their families, including transition arrangements to other settings and schools
- Use the graduated approach response system to assess, plan, do and review to ensure early identification of any SEND
- Ensure that children with special educational needs and/or disabilities and their parents are consulted at all stages of the graduated response, taking into account their levels of ability  
Review children's progress and support plan every 6 weeks and work with parents to agree on further support plans.
- Raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff
- Ensure the effectiveness of our SEN and disability provision by collecting information from a range of sources, e.g. additional support reviews, Education, Health and Care plans (EHCP), staff and

management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually

- Monitor and review our policy and procedures annually.

### **Effective assessment of the need for early help**

We are aware of the process for early help and adhere to the following procedure:

Local agencies should collaborate to establish processes for effectively assessing the needs of individual children who may benefit from early help services. Children and families may require support from a variety of local agencies. Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police), there should be an inter-agency assessment. These early help assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

The early help assessment should be undertaken by a lead professional who should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. Decisions about who should be the lead professional should be taken on a case-by-case basis and should be informed by the child and their family.

For an early help assessment to be effective:

- The assessment should be undertaken with the agreement of the child's parents. It should involve the child and family as well as all the professionals who are working with them
- A teacher, GP, health visitor, early years worker or other professional should be able to discuss concerns they may have about a child and family with a social worker in the local authority. Local authority children's social care should set out the process for how this will happen
- If parents do not consent to an early help assessment, then the lead professional should make a judgment as to whether, without help, the needs of the child will escalate. If so, a referral to the local authority children's social care may be necessary.

If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm, or is likely to do so, a referral should be made immediately to local authority children's social care. This referral can be made by any professional (*Working together to safeguard children*).

### **Graduated response approach**

We follow the SEND Code of Practice's recommendation that, in addition to the formal checks above, we adopt a graduated approach, Assess, Plan, and Do, coordinated by a SENDCO. Good practice in working together with parents, as well as the Assessment Tool Tracking, Child's individual support plans, and monitoring of children's individual progress, will help identify any child with special educational needs or a disability. This graduated approach will be led and coordinated by our SENDCO, and appropriate records will be kept in accordance with the Code of Practice.

### **Assessment Tool Tracking & Provision Map**

When identifying a child as needing SEND support, the key person, working with the SENDCO and the child's parents, will conduct an analysis of the child's needs using the Assessment Tool Tracking & Provision Map Document. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, The SENDCO will contact the locality lead by completing a request for support form and discuss next steps to support the child further. More specialist assessments may be required from other professionals, specialist teachers, or health, social services, the SENDCO will contact them, with the parents' agreement.

## Individual Support Plan

Where it is decided to provide SEND support, The SENDCO and key person will complete an Individual support plan setting clear targets for the child to work towards and having formally notified the parents, the key person and the SENDCO, in consultation with the parents, will agree the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review usually within a 6 week period. Plans will take into account the views of the child.

The support and intervention provided will be selected to meet the targets identified for the child, based on reliable evidence from the Assessment Tool, Tracking, and Individual Support Plans, and will be provided by practitioners with relevant skills and knowledge. Any related staff development needs are identified and addressed. Parents will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

## Observations & Day to Day Support

The child's key person will be responsible for working with the child on a daily basis. With support from the SENDCO, they will oversee and implement the targets set out in the child's individual support plan, giving the intervention agreed as part of SEN support. The SENDCO will support the key person in assessing the child's response to the action taken using the Step-by-Step Assessment Overview in problem-solving and advising on the effective implementation of support.

## Review: All Assessment Tool Tracking and Individual Plan meetings with parents were necessary.

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the key person and the SENDCO, in full consultation with the child's parents, taking into account the child's views. Information will be shared with the parents about the impact of the support provided.

## Education and Health Care Plan (EHCP)

Some children and young people may require an EHC needs assessment in order to decide whether it is necessary to develop an EHC plan. The purpose of an EHC plan is to make adjustments and offer support to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care.

The local authority will conduct the EHC needs assessment and take into account a wide range of evidence, including:

- Evidence of the child's developmental milestones and rate of progress
- Information about the nature, extent and context of the child's SEND
- Evidence of the action already being taken by us as the early years provider to meet the child's SEND needs
- Evidence that, where progress has been made, it has only been as a result of much additional intervention and support over and above that which is usually provided
- Evidence of the child's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

We will then work with the local authority and other relevant agencies to ensure that the child receives the support they need to achieve the best possible outcomes.

This policy was adopted on	Signed on behalf of the nursery	Date for review
October 2025	<i>Emma Jones</i>	May 2026

## SEND Support Flow chart

- Key person identifies concerns and brings concerns to SENDCO
- SENDCO observes the child alongside the key person and reads over the child's learning journey observations.
- The SENDCO starts the Graduated Response Approach by issuing a Provision Map & the Assessment Tool Tracking to the key person to complete within a time frame, usually over a few days, if time out cannot be given. Once completed, the SENDCO will add the dots onto the Step-by-Step Overview to see if the child is developing at an age-appropriate rate. If the child is tracking a box or more behind where they should be for their age, intervention should be given in those areas.
- At this stage, we would ask the key person to have a brief discussion with the parents, explaining that we had identified that their child may need support in (label areas), so we are going to focus on those for a few weeks.
- Set 2 targets from the Assessment Tool Tracking in the areas where the child is showing the most delay, using the observation sheets only from the Individual Support Plan, and monitor the child's progress over a period of 6-12 weeks using written observations.
- Complete a review of the Assessment Tool Tracking & Provision Map to determine if the child needs more intervention.
- If little to no progression has been made, the parents should be sensitively asked to come in to discuss their child's development in a private meeting with the SENDCO and Key person. At this meeting, all documents should be shown to parents and explained what they are used for, where their child is developing, and the up-to-date interventions that are being provided.
- Targets can be shared for the child's Individual Support Plan, and permission should be obtained in writing to complete a Request for Support form and for the child to be added to the SEND Register, which will be sent to our locality lead at Croydon.
- The child should be added to the SEND Register, and a SEND File should be started so that support can be given.
- Continue to observe the child and review at regular intervals, ensuring Parents are updated either in a meeting or via email on the child's progress, and follow the advice given by the Locality Lead.

### Extra information

- If in receipt of SENIF funding, then the reviews should be exactly every 6 weeks; until this point, the reviews can be between 6-12 weeks, depending on the child's progress.
- We can use any documents separately from the SEND file to support the child. Often, we can use the Assessment Tool Tracking if we suspect a delay is present, but no delay is found, so this can be filed away in the child's log.
- If SENIF has been granted, it is only given for the funded hours that the child receives, so it may be that the child's days are reduced so that the carer offered is of a quality to ensure their needs are met.