



Little LODGE

0 - 4 YEARS CO-EDUCATIONAL DAY NURSERY

SEND Policy

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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 Lodge has regard for the following legislation and statutory guidance:

- > Children and Families Act 2014
- > Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015)
- > Special Educational Needs and Disability Regulations 2014
- > Equality Act 2010
- > Early Years Foundation Stage (EYFS) Statutory Framework 2025
- > Keeping Children Safe in Education (current version)

- > 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.

The SEND Code of Practice identifies four broad areas of need. Children may have needs across one or more of these areas, and needs may change over time:

1. Communication and interaction – including children with speech, language and communication needs and those with autism spectrum condition (ASC)
2. Cognition and learning – including children with moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties such as dyslexia
3. Social, emotional and mental health difficulties – including children who may be withdrawn or isolated, as well as those displaying challenging or disruptive behaviour. This includes anxiety, depression, ADHD, and attachment difficulties
4. Sensory and/or physical needs – including children with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) or a physical disability (PD)

We identify children's needs based on their individual presentation and ensure our provision is matched to the child's specific needs rather than focusing on a particular diagnosis.

The EYFS framework requires all early years providers to take steps to ensure that children with medical conditions receive the support they need to meet those conditions. We recognise that some children with medical conditions may also have special educational needs, while others may not.

We will:

- > Work closely with parents to understand each child's medical needs
- > Develop individual healthcare plans where appropriate, in partnership with parents and healthcare professionals
- > Ensure all relevant staff are trained to support children's medical needs (e.g., administering medication, using medical equipment)
- > Make reasonable adjustments to our environment and practices to accommodate medical needs
- > Ensure children with medical conditions have full access to our curriculum and activities

Little Lodge has duties under the Equality Act 2010 towards disabled children. We must:

- > Not discriminate against, harass or victimise disabled children
- > Make reasonable adjustments, including providing auxiliary aids and services, to prevent disabled children from being put at a substantial disadvantage
- > Take an anticipatory approach – thinking ahead about what disabled children might require and what adjustments might need to be made
- > Promote equality of opportunity for disabled children

Examples of reasonable adjustments we make include:

- > Adapting our physical environment (e.g., ramps, accessible toilets, layout of the setting)
- > Providing specialist equipment and resources
- > Modifying activities so all children can participate
- > Using visual supports, signing, or alternative communication methods
- > Adjusting staffing arrangements and adult support
- > Adapting our routines and timetables
- > Providing additional time or breaks as needed

We consider reasonable adjustments on an individual basis, in partnership with parents and, where appropriate, with advice from specialists.

Further details of our approach to supporting children with medical conditions can be found in our Health and Safety Policy and Medicine Administration Policy.

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 a child is identified as having special educational needs, we use a graduated approach consisting of a four-part cycle: Assess, Plan, Do and Review. This cycle enables us to identify the most effective strategies and interventions to support each child's progress.

Assess: When there is a concern about a child, the key person and SENCO will carry out a clear analysis of the child's needs. This will draw on:

- > Observations and assessments of the child
- > The child's progress and development across all areas of learning
- > Comparison with typical development for children of the same age
- > The views and experience of parents
- > The child's own views (where appropriate)
- > Advice from external specialists (if already involved)

Plan: Where it is decided to provide SEN Support, we will formally notify parents. The key person, SENCO and parents will agree in consultation:

- > The outcomes we are seeking for the child
- > The interventions and support to be put in place
- > The expected impact on progress and development
- > A clear date for review
- > How we will involve the child in the process

This plan will be recorded in a SEN Support Plan, which documents the agreed support and desired outcomes.

Do: The child's key person remains responsible for working with the child on a daily basis and for implementing the agreed support and strategies. The SENCO will:

- > Support the key person in implementing effective interventions
- > Monitor the child's response to the support
- > Provide advice on strategies and resources
- > Ensure all staff working with the child are aware of the support plan

Review: The effectiveness of the support will be reviewed at agreed times (typically each term) by the key person, SENCO and parents. This review will:

- > Evaluate the impact of the support on the child's progress
- > Consider the child's views
- > Assess whether outcomes have been achieved
- > Agree any changes needed to outcomes or support
- > Set a date for the next review

This graduated approach cycle will be revisited with increasing detail and frequency to identify the best way of securing good progress. Where a child continues to make less than expected progress despite evidence-based support and interventions, we will consider involving specialists or, in exceptional cases, requesting an Education, Health and Care (EHC) needs assessment.

9. Special Facilities and Staffing

Ensuring liaison with parents and other professionals in respect of children with SEND. Ensuring that appropriate SEN Support Plan's 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.

The Children and Families Act 2014 requires that we consider the views, wishes and feelings of children, and ensure they participate as fully as possible in decisions about their learning and development.

We will ensure children's participation by:

- • Using age-appropriate methods to seek children's views about their learning and interests
- • Observing and listening carefully to what children tell us through their play, behaviour and communication
- • Involving children in setting simple, achievable goals that they understand
- • Celebrating progress with children in ways that are meaningful to them
- • Adapting our communication methods to ensure all children can express their views, including using visual supports, signing, or alternative communication methods
- • Recording children's views as part of our assessment and review processes
- • Sharing with parents what their child has communicated to us

For our youngest children and those with significant communication needs, we will interpret their preferences and responses carefully, working closely with parents to understand each child's unique ways of communicating.

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 Ofsted, 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 SENCo will liaise with external support agencies and services and services who can help our setting with advice on effective support strategies, provide more specialist assessments, give advice on the use of specialist strategies or materials, and in some cases provide direct support for activities. External specialists will contribute to the assess, plan, do, review cycle and help inform our SEN Support Plans

The agreed support and strategies will be recorded in a SEN Support Plan. This plan will include:

- The outcomes we are working towards (not just targets)
- The specific interventions and teaching strategies to be used
- The provision to be put in place
- When the plan will be reviewed
- The impact of the support provided

Support plans will be reviewed regularly in partnership with parents, typically each term (at least three times per year). Parents' views on their child's progress will be actively sought and valued at each review. The child's views will also be gathered and recorded in an age-appropriate way.

A request for help from external service likely to follow a decision taken by the SENCo and colleagues, in consultation with parents, at a review meeting as part of the graduated approach cycle.

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 a very small number of children, despite receiving high-quality SEN Support, the child may not make expected progress. In these circumstances, we may request that the local authority conducts an Education, Health and Care (EHC) needs assessment.

We will request an EHC needs assessment when, despite the setting having taken relevant and purposeful action to identify, assess and meet the child's special educational needs through the graduated approach, the child has not made expected progress.

Before requesting an assessment, we will have:

- > Implemented a graduated approach over time (assess, plan, do, review cycles)
- > Gathered evidence of the support provided and the child's response
- > Involved specialists who have provided advice and strategies
- > Worked closely with parents throughout
- > Maintained clear records of interventions, outcomes and reviews

The local authority will consider whether an EHC needs assessment is necessary and will make this decision within six weeks of receiving the request. Parents have the right to request an EHC needs assessment themselves at any time.

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 SENCO and Nursery Manager will monitor and evaluate both the SEND policy and the effectiveness of our SEND provision on an ongoing basis.

We will monitor:

- > The progress of children with SEND towards their individual outcomes
- > The effectiveness of interventions and support strategies
- > Staff confidence and skills in supporting children with SEND
- > Partnership working with parents and external agencies

- > The quality of provision across the four areas of need
- > Whether our graduated approach is being implemented effectively

The SEND policy will be formally reviewed and updated annually by the SENCO and Nursery Manager, taking into account:

- > Changes in legislation or statutory guidance
- > Feedback from staff, parents and external professionals
- > The effectiveness of current practice
- > Recommendations from Ofsted or local authority reviews

Staff will be informed of any policy changes through staff meetings and training, and the updated policy will be shared with parents via our website and on request.

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 confidentially policy.

Parents have access to their child's learning journey via Family. 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 smooth a child's transition. We are required to ensure the next setting gets information from our setting about a child's development. Children who are receiving SEN Support will have formal transition meetings arranged with parents, key persons and the receiving Nursery SENCO and relevant staff. We have strong links with local primary schools and our SENCO will share information about the child's SEN Support Plan, progress and provision in meetings with the schools SENCO/teachers or next setting's SENCO. Parents give permission for this information sharing as part of the planning and review process, and are fully involved in transition arrangements.

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.