

Special Educational Needs and Disabilities Policy

Named SENCO at each setting is:

Studley: **Emily Woodward**

Crabbs Cross: **Paula Cooper**

Northfield: **Sandra Thomas**

Matchborough: **Paula Cooper**

WigWam: **Janette Moran**

Evesham: **Charlie Simmonds**

Coughton: **Holly Burgess**

Barley Lea: **Jade**

Lower Quinton: **Samantha Pettit**

LQ Club: **Samantha Pettit**

St Mary's **Emily Woodward**

Bell Green: **Zara Nurden**

The Statutory Framework for the Early Years Foundation Stage (2024) says:

Providers must have arrangements in place to support children with Special Educational Needs and Disabilities (SEND). Maintained schools, maintained nursery schools and all providers who are funded by the local authority to deliver early education places must take into account the Special Educational Needs Code of Practice. Maintained schools and maintained nursery schools must identify a member of staff to act as Special Educational Needs Co-ordinator (SENCO) and other providers (in group provision) are expected to identify a SENCO.

This policy is inclusive of all adults within the setting, including staff, parents, students and visitors.

The Nursery and Out of School Club recognise and understand their responsibility to ensure positive attitudes to all children and adults with Special Educational Needs and Disabilities. Children will be shown to respect and celebrate diversity and differences in others to enable them to grow and make positive contributions to society.

We aim to meet the individual needs of each child and ensure the early identification of those children with SEND, to enable us to make effective provision and provide additional support to improve long term outcomes for the child.

We believe that all children should feel valued, confident and secure. Provision will be made for 'reasonable adjustments' to the environment, resources and activities, where possible, to ensure full inclusivity in the setting. We will work

consistently with parents and outside professionals to ensure our objectives and principles are put into practice.

Should a child's progress in any Prime Area give cause for concern, the child's key person must discuss this with the setting SENCO, who will then observe and assess to ascertain if any further action is necessary. Together, the key person and the SENCO must consider whether a child may have Special Educational Needs, which requires additional support. The setting SENCO will discuss any concerns with parents/carers and agree on how to support the child. If applicable and with parental permission, the SENCO will refer to and liaise with any relevant professionals, services or agencies. Parents will be made aware of, and given access to any agencies who can offer them support and/or information.

Partnership with Parents/Carers

Positive partnerships with parents/carers play a key role in enabling children with SEND to achieve their potential. We recognise that parents/carers hold key information and have knowledge and experience of the child's needs to contribute to the 'Team Around the Child' approach, and the best ways of supporting them. All parents/carers of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Partnership with parents/carers is a necessity at all stages of the process. A discussion will take place around initial concerns and next steps will be agreed upon, and they will continue to be consulted and fully included in any decisions and future plans. Parents/carers will be given any relevant information on support groups, websites and Information Services that will aid them in understanding the process, and to offer them additional support outside of the setting. Should specialist agencies/professionals become involved, we will provide information to parents/carers to ensure they understand the position of each professional and the role they play in supporting their child.

At any stage, should a parent/carer have a complaint regarding our SEND Provision, they may follow our Standard Complaints Procedure in the usual way.

Child Participation – 'The Child's Voice'

Children with special educational needs often have a unique knowledge of their own needs, and it is vital that their views and preferences are taken into account when planning how best to support them. For older children, who have more of an understanding of their needs, it is important that they are encouraged to participate in the decision-making process and contribute to the assessment of their needs, the review and transition processes. We will actively seek ways to enable child participation in our provision.

Admissions

We ensure that our inclusive admissions practice ensures equality of access and opportunity. As a quality, private provider, we strive to ensure that a child with pre-existing Special Educational Needs is able to access a place within the provision, ensuring we are able to provide the highest level of care and inclusivity. This includes taking into account the number of SEN children already at the setting who receive additional support, above and beyond what is normal practice. It is our intent, that we are able to provide appropriate staffing and skills to provide every child who attends the provision with quality, individualised teaching and support.

Inclusivity

The provision is committed to inclusion of children with SEND. Our philosophy is that children with SEND will be integrated alongside their peers, and will have access to the same curriculum and activities, with reasonable adjustments being made where necessary, in accordance with the child's abilities and developmental levels to enable them to develop their full potential. The Children and Families Act 2014 states that where a child with special educational needs is being educated in a maintained nursery school or mainstream school:

“(2) Those concerned with making special educational provision for the child must secure that the child engages in the activities of the school together with children who do not have special educational needs, subject to subsection (3)”.

“(3) Subsection (2) applies only so far as is reasonably practicable and is compatible with —

- (a) the child receiving the special educational provision called for by his or her special educational needs,
- (b) the provision of efficient education for the children with whom he or she will be educated, and

(c) the efficient use of resources”.

It is our objective, that through positive images, attitudes and discussions, all children learn in an environment where diversity is accepted and celebrated. If encountered, inappropriate attitudes and practices are challenged and through education, corrected. As role models, and through play and circle time activities, we encourage children to value and respect others.

When outings are planned, children with SEND will be included, and with the analysis of risk assessments, appropriate support will be put in place.

The Role of the SENCO.

The role includes, but is not limited to:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identify and meeting SEN
- Advising and supporting colleagues
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- Liaising with professionals or agencies beyond the setting

Early Identification

It is the responsibility of the setting learning and development lead to ensure that the 'two-year progress check' is carried out for each child in attendance, between the age of 26 and 30 months. This is done in accordance with the 'Early Identification' approach, and where the child's progress is less than expected, the key person will seek the support of the setting Senco to implement a plan to support the child's future learning and development. If necessary, this information can be used to evidence a need for SEND support.

Working with Outside Agencies/Professionals

Meeting the Special Educational Needs of individual children requires flexible working on the part of statutory agencies. All services for children with SEND should focus on identifying and supporting the needs of children to enable them to reach their potential. The objective should be to provide integrated, high quality, holistic support focused on the needs of the child, based on a shared

perspective and should build, where possible, on mutual understanding and agreement. Where multi-agencies are involved (Team Around the Child), we will attend relevant meetings as appropriate and share our part of the responsibility in providing care and education for the child. We will also consult with all agencies on an individual basis as the need arises, working alongside the Local Authority SEND Team where appropriate.

The SEND Code of Practice (2014)

This policy is to be utilised in conjunction with the SEND Code of Practice (2014), which the setting senco will be familiar with and must adhere to. However, for summary purposes:

Where a setting identifies a child as having a SEND need, they must work in partnership with parents/carers to establish the support the child needs.

All settings should adopt a Graduated Approach with four stages of action:

Assess → Plan → Do → Review

The Graduated Approach should be lead and co-ordinated by the setting SENCO working with and supporting individual practitioners in the setting and informed by EYFS materials, the Early Years Outcomes guidance and Early Support resources.

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to their needs, practitioners should consider involving appropriate specialists, for example; health visitors, speech and language therapists, Local Authority SENCO. The decision to involve specialists should be taken with the child's parents/carers.

The setting SENCO may request an EHC (Education, Health and Care needs) Plan, through the Local Authority SEND Provision.

Where a child has an EHC plan, the Local Authority must review that plan as a minimum every twelve months. The Local Authority can ask settings to convene and hold the annual review meeting on its behalf.

Staffing Policies

Where possible we integrate children with SEND into our existing provision with their peers utilising the same staff ratios as specified in the EYFS 2024. However,

where necessary, we can provide more individual care and education and will also access any funding and/or training available to help provide this. Outside agencies will be approached to support this, if it cannot be facilitated exclusively within the setting.

Transition

SEND support should include planning and preparation for transition, before a child moves into another setting or school. To support the Transition, with parental permissions in place, information should be shared by the current setting with the receiving setting or school.

Record Keeping

In addition to the keeping of records as required under the EYFS Framework, all children with SEND will have individual SEND records, in accordance with both Bright Kids requirements and those of each setting's Local Authority. These records will follow the 'Assess, Plan, Do, Review' approach and will include copies of any support plans, reviews, professional discussions/reports/correspondence, referrals, assessments, funding information and any other information deemed appropriate by the setting SENCO.

SEND Training

We are committed, as part of our continual training plan, to improving the knowledge, skills and awareness of staff in the identification and assessment of children with SEND and on making provision to meet identified needs. This will be achieved by information sharing from the SENCO and by providing in-house and external training sessions for all staff.

Review of Policy

This policy is reviewed annually. It will also be reviewed in response to changes in legislation and changes within the company.

Review Date – August 2025