

Special Educational Needs and Disabilities (SEND) Policy

Special Education Needs and Disability (SEND) code of practice definition

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or young person has a learning difficulty or disability if he or she:

- *Has significantly greater difficulty in learning than the majority of others of the same age, or*

Page 15-16 of The SEND code of practice.

https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf

Conkers Nursery believe that every child should have access to the best start in life, including inclusive learning and care opportunities throughout their time with us.

We recognise that some children may have additional needs or disabilities requiring specific intervention and support. These needs may require short term or long-term support.

We ensure all children are able to participate in activities and experiences by providing a curriculum that responds to the child's individual needs.

We work closely with parents/ carers and other agencies to monitor a child's individual progress, identifying specific needs and planning carefully to provide effective, additional support.

Our Aims

- To ensure all staff, including volunteers and students are aware of the details of the SEND policy.
- Ensure all staff understand and are able to fulfil their responsibilities as detailed in the SEND children code of practice.
https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf
- To ensure every child's care and educational needs are met using information given by parents/ carers prior to admission and using our own observations and assessments to inform our planned provision.

- To identify the necessary provision and staffing arrangements to meet the needs of all children, ensuring flexible arrangements for any additional adult support needed to enhance social development and interaction of children.
- To adapt, modify and develop activities to ensure all children can access all activities.
- To ensure the physical environment is suitable for the individual needs of a child and make reasonable adaptations to meet those identified needs.
- To professionally challenge inappropriate attitudes and practices.
- To promote diversity and differences, encouraging children to value and respect each other.
- Provide staff opportunities to attend appropriate training and CPD.
- Provide additional family support if required.
- Introduce families to local support services.
- Continually review and evaluate practice and policies to keep up to date with guidance and advice.

At Conker's Nursery, we have designated Special Educational Needs and Disabilities Co-Ordinator's -SENDCO

Our SENDCO team are:

Sarah Emery- Nursery Manager

Ellie Bailey- Early Years Educator

SENDCO role and responsibilities

Their roles and responsibilities are:

- Complete specific accredited SENDCO training.
- Keep up to date with local practice and policies.
- To ensure the aims of the SEND policy are reflected within the daily practice of the nursery.
- To ensure all staff understand the nursery's approach to identifying additional developmental needs
- To support staff and keep them informed of developments in relation to SEND.
- To ensure that the needs of all children with SEND are being included in aspects of practice, planning and assessments.
- To provide the lead for staff in relation to special educational needs and disabilities, supporting the Assess, Plan, Do Review process.
- To apply for Early Years High Needs Funding (EYHNF) to support the child's additional needs.

- To organise the lead in review meetings with parents and staff.
- To ensure parents/ carers are fully involved at all stages.
- To advise and support staff as necessary when liaising with external agencies.
- To ensure effective liaison with parents and external agencies.
- To set dates for evaluations and reviews, whilst working in partnership with parents/ carers ensuring all written reports are available for parents/carers.
- Undertake formal progress checks and Assessments of all children in accordance with SEND Code of Practice.

Graduated Response Approach

We follow the SEND code of practice 2015 recommendation that we adopt a graduated response approach to assessments and planning, which is led and co-ordinated the by SENDCO. Ensuring we work together with parents /carers, and the monitoring and observations of children's individual progress, to help any child with special educational needs or disability. The graduated response is led and co-ordinated by the SENDCO and appropriate records will be kept according to the code of practice.

- **Assess:** we carry out assessments on the child's needs and progress so far, with the help of external professionals where necessary, and review regular to ensure support is matched to the child's need. To complete these assessments, we use the Early Years Framework (EYFS) and/or the Early Years Developmental journal.
- **Plan:** agree specific, time measured support. Parents/ carers are invited in to contribute at all stages of this process. The plan is recorded on a SEN support plan document. The plan will have a clear date to review.
- **Do:** Implement the agreed plan. The child's key person or another educator in the key person's absence is responsible for working with the child on a daily basis, however the SENCO will support the key person or educator as needed.
- **Review:** regularly review the effectiveness of the support provided and agree any changes to outcomes and support in line with the child's needs. The plan is reviewed within two months.

If it is felt that no or little progress in the child's development is made with the plan in place, then with parental permission a referral will be made to other professionals for guidance. The referral will be made using the Early Help Assessment (EHA) document, parents will be included in contributing to this referral process.

For an Early Help Assessment to be effective the assessment should be completed with the agreement of the child and their parent/ carer, it should involve the child, family and other professionals who are working with the child or family.

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 children's social care maybe necessary.

When working with children with Educational Health Care plans (EHCPs) or specific medical need the SENDCo, management and staff will ensure there is consistent communication with parents.

Education and Health Care Plan (EHCP)

Some children may need an EHC assessment in order to decide whether it is appropriate to develop an EHC. The EHC plan is to make suitable adjustments and offer the support to meet the needs of the child and to secure the best possible outcomes across health, education and social and emotional development.

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

- Information about the child's needs, the extent and the context of the child's SEND.
- The child's developmental milestones and the rate of their progress.
- Evidence of the support and action that has already been taken by Nursery staff.
- Evidence where progress has been made, and the progress has only been the result of additional intervention and support above what is normally provided.
- Observations and assessments from all professionals working with the child will contribute towards an accurate assessment and plan.

We then work with the local authority and other agencies to ensure the child receives the support needed to gain the best outcomes possible.

Transitions

All children within the Nursery are part of a transition process.

When each child is ready to transition to the next stage of nursery life and move into another area of the nursery, the child's key person shares detailed information about the child to the new key person. They will liaise with the SENDCo if required.

The transition for each child is created around their needs and the process of this transition. The time it takes may vary for each child, this is to ensure the process is as positive as possible. Transitions are also discussed with parents before they begin.

When it is time for children to move on from Conker's and start primary school, we work in partnership with local schools to ensure the transitions are as smooth as possible. Part of the transition process is that teachers and teaching assistants are invited into the Nursery to meet the children that will be joining them and to share relevant information.

Record keeping, Confidentiality and Consent

All records relating to the child's needs are held in a Support Plan. This record is held securely within the nursery.

Staff working with the child, have access to the support plans and other relevant documents as part of their working documentation.

Consent is obtained from parents before a support plan is put into place or any referrals to outside agencies are made and before sharing copies of relevant paperwork to other settings and agencies.

Parents are required to sign all written documentation relating to the additional needs.

This policy is supported by the guidance from the Early Years Foundation Stage Statutory Framework.

[EYFS statutory framework for group and school-based providers](#)

The SEND Code of Practice (2015)

- Children and Families Act (2014)
- Equality Act (2010)
- Working Together to Safeguard Children (2018)
- Statutory Framework for the EYFS (2021)

This policy was adopted by	Signed on behalf of the nursery	Date for review
Sarah Emery- Conkers Nursery Manager Kelly Starr- Children, Young People & Families Manager	 Sarah White- Trustee	October 2025