



## **9.2 Supporting Children with special educational needs and disability**

### **Policy Statement**

We provide a warm and welcoming environment in which all children, including those with special educational needs and disability (SEND), are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice: 0-25 (2014).
- We ensure our provision is inclusive to all children with special educational needs and disabilities.
- We support parents and children with special educational needs and disabilities.
- We identify the specific needs of children with special educational needs and disability and meet those needs through a range of SEND strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

### **Procedures**

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents.

Our SENCO is: Miss Debbie Hill

- We ensure that the provision for children with special educational needs and disability is the responsibility of all members of the setting.
  - We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- Children with recognised special needs and disability, like all other children, are admitted to the Nursery School after consultation between parents and the Nursery Staff. Information available from professional or specialist support will also be considered when admitting children with Special Educational Needs and Disability. During this consultation, additional staffing requirements would be assessed before the child would be admitted. Children with physical impairment or mobility problems will be admitted to the Nursery providing the classroom is considered to be a safe

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environment for them. All reasonable efforts will be made to provide a user-friendly environment where disabled children can play and learn alongside their able-bodied peers.

- We use the graduated response system for identifying, assessing and responding to children's special educational needs and disability.
- Through our partnership with parents and their intimate knowledge of their child we aim to support the children and their families in providing learning opportunities appropriate to each child's stage of development and to meet their needs within the Nursery.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education. Any liaison with external bodies is carried out with the full consent of the parents.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and disability and their families, including in connection with transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs and disability.
- We use a system of planning, implementing, monitoring, evaluating and reviewing Early Years Intervention Plans (EYIPs) for children with special educational needs and disability.
- We ensure that children with special educational needs and disability are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We support families and children and work in partnership with outside agencies to carry out procedures laid out by the SEND Code of Practice (2014), which is the statutory guidance on the duties, policies and procedures relating to part 3 of the Children and Families Act 2014 and associated regulations.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs and disability.
- We can provide resources (human and financial) to implement our Supporting Children with Special Educational Needs and Disability Policy.

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- We provide workshops, information evenings and in-house training sessions for staff, parents and volunteers.
- We ensure the effectiveness of our special educational needs and disability provision by collecting information from a range of sources e.g. Early Years Intervention Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We have highly trained staff to support all the children with SEND. In case of children with challenging behaviour, we use a range of strategies to support the child and review our training provision in response to the needs of the children in the setting.
- Physical restraint is only used in extreme circumstances where a child / other children / adults / the fabric of the building are at risk of significant harm. If a child's behaviour requires such a response, the nursery will work with parents to make every reasonable adjustment to best meet the needs of that child and all other children and staff in the setting.
- Every effort will be made to encourage progress in learning for all the children. This may mean adaptations to the educational program, changes to the learning environment, increasing the level of adult support, and input from specialist support.
- If a child's presence in the Nursery is severely disrupting the learning, play and well-being of the other children, the nursery will work with parents to again make every reasonable adjustment to best meet the needs of that child, all other children and staff in the setting.
- We provide a complaints procedure.
- We monitor and review our policy annually.

### **Further guidance**

Equality Act 2010 (Government Legislation)

Statutory Framework for the Early Years Foundation Stage (DfE 2017, updated 2024)

Children and Families Act 2014 (Government Legislation)

Special Educational Needs Code of Practice (DfE 2014, updated 2024)

Special Education Needs and Disability Regulations 2014 (Government Legislation updated 2024)

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Other useful Pre-school Learning Alliance publications

The Role of the Early Years Special Educational Needs Co-ordinator SENCO (2006)

<b>This policy was adopted at a meeting of</b>	
<b>Meadow Parents' Association Committee Meeting</b>	
Held on	31 <sup>st</sup> March 2014
Policy Reviewed and amended	September 2025
Date to be reviewed	September 2027
Signed by Chair	
Name	Samantha Foster-kennedy
Signed by Nursery Manager	
Name	Debbie Hill

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