Special Educational Needs and Disabilities (SEND) Policy

Providers are responsible for ensuring they follow the current framework relevant to their provider type.

Legal Framework and Guidance

This policy is developed in accordance with:

- The SEND Code of Practice 2015 (updated statutory guidance)
- Children and Families Act 2014 (Part 3)
- Equality Act 2010
- Working Together to Safeguard Children (latest edition)
- Statutory Framework for the Early Years Foundation Stage (EYFS) 2021 and subsequent updates

Definition of SEND

We adopt the SEND Code of Practice definition:
A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability requiring special educational provision to be made for them.

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

- Have significantly greater difficulty learning than peers of the same age, or
- Have a disability that prevents or hinders them from using facilities generally provided for peers.

Statement of Intent

At Early Explorers, we are committed to inclusive practice, ensuring all children develop to their fullest potential alongside their peers. We provide a nurturing environment tailored to individual needs, fostering positive experiences where all children are valued and supported.

We aim to:

- Promote equality of opportunity and celebrate diversity
- Remove barriers to learning and participation
- Work collaboratively with parents, carers, and professionals

- Continuously develop staff expertise through SEND training

Our Commitments

- **Individualised Care:** Recognise each child's unique needs and tailor support accordingly.
- **Inclusive Environment:** Ensure all children can participate fully in nursery life.
- **Early Identification:** Undertake the statutory two-year progress check and EYFSP assessment for children in their final year.
- **Partnership Working:** Collaborate openly with families and professionals to meet children's needs effectively.
- **Staff Training:** Maintain a well-trained team with access to specialist SEND knowledge and skills.
- **Accessibility:** Make reasonable adjustments to our environment and provision to support children and families with disabilities.
- **Respect & Dignity:** Treat all children with respect, promoting positive attitudes and role models.

SENCo Role and Responsibilities

Our named SENCo is **[insert name]**, who will:

- Lead on identifying and supporting children with SEND
- Advise and support staff on SEND matters
- Ensure parents are fully involved in all stages of assessment and planning
- Liaise with external agencies and professionals
- Oversee the graduated approach of assess, plan, do, review
- Monitor and update SEND policy and practice regularly

Graduated Approach: Assess, Plan, Do, Review

- **Assess:** The key person and SENCo will gather information and observations to identify children needing additional support, involving parents fully.
- **Plan:** Together with parents, the key person and SENCo will agree outcomes, interventions, and review dates. Plans are tailored to children's individual needs and strengths.
- **Do:** The key person implements agreed support daily with SENCo guidance.

- **Review:** Progress and effectiveness of interventions are regularly reviewed with parents, making adjustments as necessary.

Education, Health and Care Plans (EHCP)

Some children may require an EHCP. This statutory plan:

- Provides tailored support across education, health, and social care
- Is requested through the local authority based on evidence of need and support provided
- Will be implemented and regularly reviewed in partnership with families and professionals

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Early Help and Safeguarding

- We understand the importance of early help and multi-agency cooperation to support children and families.
- With consent, we will contribute to early help assessments and interventions as appropriate.
- Where there are safeguarding concerns, we follow local safeguarding procedures and make referrals without delay.

Working with Families and Professionals

- We maintain open, respectful, and confidential communication with families.
- We provide information about local SEND services and support (Local Offer).
- We work closely with health, education, and social care professionals to coordinate support.

Monitoring and Review

- The SENCo will collate and evaluate SEND data annually to assess the effectiveness of our provision.
- This policy is reviewed at least annually or in response to updated legislation or guidance.

Complaints Procedure

- Parents can access our complaints procedure, with materials available in accessible formats as needed (e.g., Braille, audio, large print, other languages).

This policy was adopted on	Signed on behalf of the nursery	Date for review
Aug 2025	Early Explorers Day Nursery	*Aug 2027*