



Special Educational Needs & Disabilities Policy

Policy Name:	Special Educational Needs & Disabilities Policy
Adopted By:	Louise Farrow-Brookes
Next Review Date:	July 2026



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1. Policy Overview

The Company adheres to, and demonstrates an understanding of, its duties under the Disability Discrimination Act 2005, Equality Act 2010 and the Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years 2015.

We plan for individual children and their families by providing inclusive admission arrangements to our nurseries.

We take positive action to challenge discrimination and promote equality of opportunity.

All "Manager" responsibilities and actions referred to throughout the policy would usually be undertaken by the most senior person in charge, in the absence of the Nursery Manager.

This policy has been created with regard to:

- The SEND Code of Practice 2015
- Children and Families Act 2014 (Part 3)
- Disability Discrimination Act 2005
- Equality Act 2010
- Working Together to Safeguard Children (2018)
- Statutory Framework for the EYFS (2021) Statement of Intent

1.1 Statement of Intent

We are committed to the inclusion of all children at our nursery. We ensure all children are cared for and educated to develop to their full potential alongside their peers through positive experiences.

We enable children to share opportunities and experiences and to develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs, recognising that all children are unique.

We validate children by accepting, celebrating, seeing and hearing them. We meet children where they are in their development and set reasonable goals, aiming to be present in the moment to enhance learning opportunities while bearing in mind achievable next steps.

We work in partnership with parents/carers to ensure no child is discriminated against or placed at a disadvantage as a consequence of their needs.

- All new children will be given a full settling-in period according to their individual needs.
- Recognize each child's individual needs and ensure staff have regard for the SEND Code of Practice (2015).
- Ensure all children are treated as individuals and equals, and are supported to take part in the nursery day according to their individual needs and abilities.
- Support children who learn at an accelerated pace, for example those assessed as exceeding.
- Encourage children to value and respect others.
- Provide well-informed and suitably trained practitioners to support parents/carers and children with special educational difficulties and/or disabilities.

- Develop and maintain a core team of staff experienced in the care of children with additional needs and identify a SENDCO who is experienced in the care and assessment of children with additional needs.
- Monitor and review practice and provision, making adjustments and seeking specialist equipment or services where required.
- Challenge inappropriate attitudes and practices.
- Promote positive images and role models during play experiences wherever possible.

1.2 Special Educational Needs and Disability (SEND) Code of Practice 2015

The nursery has regard to the statutory guidance set out in the Special Educational Needs and Disability Code of Practice (DfE 2015) to identify, assess and review, while making provision for children’s special educational needs and/or disabilities. See Appendix 1: SEND Code of Practice 2015.

Link: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

At Fledgelings Day Nursery we use the SEND Code of Practice (2015) definition of Special Educational Needs and Disability: 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 them.

A child has a learning difference, difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of facilities generally provided for others of the same age in nursery.

2. Roles and Responsibilities

The nursery will aim to have one Special Educational Needs and Disabilities Coordinator within the nursery, dependent on the needs of the children on roll. This person will work alongside the company’s Area SEND and Behaviour Officer.

Name: Emma Farrow-Brookes	Position: Area SEND and Behaviour Officer
Name:	Position:
Name:	Position:

2.1 SENDCO Responsibilities

- 2.1.1** Hold or be working towards a Level 3 Early Years qualification and have sufficient understanding of Special Educational Needs and Disabilities to fulfil their responsibilities to an appropriate standard.
- 2.1.2** Attend mandatory training provided by the Local Authority at the earliest opportunity to effectively coordinate, monitor and review inclusive provision for children with SEND within the nursery.
- 2.1.3** Aim to complete a specific Level 3 SENDCO qualification, with at least one qualified SENDCO per nursery.
- 2.1.4** Cascade any relevant training attended to all staff within the nursery.

- 2.1.5** Continually update their knowledge regarding SEND, including accessing local training, workshops and cluster meetings.
- 2.1.6** Liaise with outside professionals where necessary, such as speech and language therapists and health visitors.
- 2.1.7** Ensure all practitioners understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND.
- 2.1.8** Ensure practitioners use the Havering Ordinarily Available Provision booklet when initially identifying possible additional needs (Appendix 2).
- 2.1.9** Take the lead in implementing the graduated approach and support colleagues through each stage of the process.
- 2.1.10** Advise and support Key People with early SEND intervention, creating SEND support plans and ensuring sufficient strategies are in place to meet the needs of individual children.
- 2.1.11** Ensure parents/carers are involved and consulted at all stages of the graduated approach: Assess, Plan, Do and Review.
- 2.1.12** Observe and monitor where Key People identify a child's needs within the four broad areas of SEND.
- 2.1.13** Meet and work in partnership with parents/carers to endeavour to meet the individual needs of their child.

2.2 Manager Responsibilities

- 2.2.1** Prior to registration, if it is identified that a child has a special educational need or disability, the Manager must make personal contact to ensure the nursery can cater for the child's individual needs and consider whether outside agencies need to be involved.
- 2.2.2** Ensure the named SENDCO/s are appropriately trained and suitable to carry out their role.
- 2.2.3** Ensure all staff understand the company's SEND policy and procedures in relation to equality and diversity, supporting an inclusive and non-discriminatory culture and environment.
- 2.2.4** Support the SENDCO with applications for funding support and resources from the Local Authority, including applications and completion of an Education, Health and Care Plan.
- 2.2.5** Allocate sufficient non-contact time to the SENDCO to effectively carry out their role.
- 2.2.6** Monitor and review the SEND Register and Manager's SEND Report every month with the SENDCO (Appendix 3 and Appendix 4).
- 2.2.7** Know which families live out of borough and inform them that any referrals required for their children may need to be made through their own GP.

2.3 Staff Responsibilities

- 2.3.1** Actively maintain awareness of differences a child may have, assess children's individual needs, and know when a child's development may need additional attention and support.
- 2.3.2** Share concerns with the nursery SENDCO, who will guide and assist with ensuring parents/carers are informed and involved with their child's development.
- 2.3.3** When notifying parents/carers of developmental needs, state factually what has been noticed and ask whether parents/carers have noticed the same concerns.
- 2.3.4** Recognise that provision for children with SEND and/or disabilities is the responsibility of all staff through training and professional discussions.
- 2.3.5** Ensure the curriculum offered is inclusive of children with special educational needs and disabilities, including making reasonable adjustments to accommodate individual needs.
- 2.3.6** Challenge and report any incidents of discriminatory remarks or behaviour.

2.4 Key Person Responsibilities

- 2.4.1** Bring evidence-based differences regarding a child's development to the SENDCO where there are concerns that may require additional support.
- 2.4.2** Consider the best time for children to settle into their next room and ensure the correct support or plan is in place to assist with transition.
- 2.4.3** Assess where the child's needs are within the four broad areas of SEND: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; and Sensory and Physical.
- 2.4.4** Work in partnership with the SENDCO, parents, carers and external agencies to ensure individual needs are met and supported.
- 2.4.5** Plan activities and learning outcomes to meet children's individual needs based on where they are in their development.
- 2.4.6** Sensitively discuss any SEND needs when completing personal documentation, gain permission for intervention, and record discussions/meetings on the Initial Concerns Form (Appendix 5).
- 2.4.7** Gain permission for intervention using the SEND Consent Form before or during a meeting where parents/carers understand and agree that their child requires additional support.
- 2.4.8** Complete the two-year-old progress check (Appendix 6) by 2 years 9 months, wherever possible when the child is settled, and share it with parents/carers.
- 2.4.9** Where consent has not already been gained, arrange a meeting to sensitively share identified and evidenced differences with parents/carers and gather their views.

- 2.4.10** If parents/carers do not give permission for additional SEND support, ensure the Refusal to Consent for SEND Intervention form (Appendix 9) is signed and Havering Local Authority is notified.
- 2.4.11** Record agreed strategies and learning outcomes on the SEND Support Plan (Appendix 10), ensure parents sign the plan before interventions begin, and review the plan monthly and termly with parents/carers.
- 2.4.12** Monitor and review progress towards agreed learning outcomes weekly and record this on the SEND Support Plan monthly.

2.5 Role of the SENDCO in Our Setting

- Set out inclusive admissions practice and how equality of access and opportunity is met.
- Validate children by accepting, celebrating, seeing and hearing them and meeting them where they are in their development.
- Set reasonable goals for children and be present in the moment to enhance learning opportunities while considering achievable next steps.
- Remind and support practitioners that behaviour is not only a form of communication, but a form of information too.
- Make reasonable adjustments to the physical environment to ensure it is suitable for children and adults with disabilities as far as possible.
- Provide a broad, balanced and aspirational early learning environment for all children with SEND and/or disabilities, including differentiated activities to meet individual needs and abilities.
- Liaise with other professionals involved with children with SEND and/or disabilities and their families, including transition arrangements to other settings and schools.
- Arrange person-centred planning meetings for children with SEND when transitioning to school, inviting parents/carers and professionals involved with the child.
- Provide privacy for children with SEND when intimate care is being provided.
- Raise awareness of any specialism the setting has to offer, such as Makaton-trained staff.
- Monitor and review policy and procedures annually.

3. Graduated Approach

We follow the SEND Code of Practice (2015) recommendation that, in addition to formal checks, we adopt a graduated approach to assessment and planning, led and coordinated by a SENDCO. Good practice, working with parents/carers, and observing and monitoring children's individual progress will help identify any child with SEND.

3.1 Assess

In identifying a child as needing SEND support, the key person, working with the SENDCO and the child's parents/carers, will carry out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure support is matched to need. Where there is little or no improvement, more specialist assessment may be requested from specialist professionals, health, social services or other agencies beyond the setting.

3.2 Plan

Where it is decided to provide SEND support, and parents/carers have been formally notified and written consent gained, the key person and SENDCO will agree outcomes, interventions, support, expected impact and a clear review date in consultation with parents/carers. Plans will take into account the views of the child.

3.3 Do

The child's key person will be responsible for working with the child on a daily basis. With support from the SENDCO, they will oversee implementation of the intervention agreed as part of SEND support. The SENDCO will support the key person in assessing the child's response and advising on effective support.

3.4 Review

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of support will be evaluated by the key person and SENDCO, in full consultation with parents/carers and taking into account the child's views. Information will be shared with parents/carers about the impact of the support provided.

4. Havering Local Offer

At Fledgelings Day Nursery we can signpost families to the Havering Local Offer, where parents and carers can access information about available support. The Children and Families Act 2014 requires every local authority to publish a Local Offer. Havering provides a website for families of children and young people up to the age of 25 with SEND.

Link: <https://familyserviceshub.havering.gov.uk/kb5/havering/directory/localoffer.page?localofferchannel=0>

5. Inclusion / Additional Resource Funding

Where a child is not making sufficient progress due to their special educational needs and/or disabilities, and may not be accessing the nursery curriculum to the best of their ability, the nursery can consider a request for inclusion funding to Havering Local Authority. If awarded, this may provide funding for additional resources or practitioner support depending on the complexity of the child's needs.

6. Education and Health Care Plan (EHCP)

Some children and young people may require an EHC needs assessment to decide whether it is necessary to develop an EHC plan. Parents/carers and the nursery can make an EHCP application through the Havering Portal. There must be sufficient evidence to support the application.

The purpose of an EHC plan is to make adjustments and offer support to meet the child's SEND and secure the best possible outcomes across education, health and social care.

The local authority will conduct the EHC needs assessment and consider evidence including:

- The child's developmental milestones and rate of progress.
- Information about the nature, extent and context of the child's SEND.
- Evidence of action already being taken by the early years provider.
- Evidence that progress has only been made because of additional intervention and support.
- Evidence of the child's physical, emotional, social development and health needs, drawing on relevant evidence from clinicians and other professionals.

The nursery will work with the local authority and other agencies to ensure the child receives the support needed to gain the best outcomes.

7. Effective Assessment of the Need for Early Help

We are aware of the process of an early help referral and use the Havering Early Help Referral Link (Appendix 12).

Link:

https://www.havering.gov.uk/info/20086/safeguarding_children_information_for_professionals/415/early_help_assessment

Some families with children with additional needs may find Early Help from the local authority a supportive option for the whole family unit.

The London Borough of Havering provides an Early Help Service covering Early Years, Early Help and Targeted Intervention. The service aims to intervene early to prevent escalation of need and empower families to be independent of services.

The Early Help Assessment is an initial assessment and planning tool that coordinates multi-agency support. It assesses the situation of the child and family and helps identify the needs of both children and adults in the family.

Where a child and family would benefit from coordinated support from more than one agency, there should be an inter-agency assessment. These assessments should identify what help is required to prevent needs escalating to a point where statutory assessment under the Children Act 1989 may be needed.

The early help assessment should be undertaken by a lead professional who provides support, acts as an advocate and coordinates the delivery of support services.

For an early help assessment to be effective:

- The assessment should be undertaken with the agreement of the child and their parents or carers, involving the family and all professionals working with them.
- A professional should be able to discuss concerns about a child and family with a Family Support Practitioner in the local authority.

- If parents and/or the child do not consent to an early help assessment, the lead professional should judge whether the child’s needs may escalate without help. If so, a referral into the local authority Multi Agency Safeguarding Team may be necessary.

If at any time it is considered that the child may be a child in need, has suffered significant harm, or is likely to do so, a referral should be made immediately to the local authority Multi Agency Safeguarding Hub. This referral can be made by any professional.

8. Appendix

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9. Review History

Date Approved	Reviewed By:
02/12/2023	Louise Farrow-Brookes
June 2025	Louise Farrow-Brookes