

Supporting children with special educational needs & disabilities

Policy adopted on: 14th January 2024

Last reviewed: 18th August 2026

Safeguarding and Welfare Requirement: Equal Opportunities

Providers must have and implement a policy, and procedures, to promote equality of opportunities for children in their care, including support for children with special educational needs or disabilities.

Policy statement

We provide an environment in which all children with special educational needs (SEND) are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE and Department of Health and Social Care), including the current version updated in September 2024.
- We have in place a clear approach for identifying, responding to and meeting children's SEND needs.
- We support and involve parents and carers (and, where appropriate, children), actively listening to and acting on their wishes, views and concerns.
- We work in partnership with the local authority and other external agencies to secure the best possible outcomes for children with SEND and their families.
- We regularly monitor and review our policy, practice and provision and, where necessary, make adjustments.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give their name to parents and carers. Our SENCO is: Leigh Tucker, Nursery Manager.
- The SENCO has responsibility for the day-to-day operation of this Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEND.
- We ensure that meeting the needs of children with SEND is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice promotes equality of access and opportunity and does not discriminate against children with SEND.

- We provide a broad and balanced curriculum and adapt teaching, activities, communication, resources and the environment to meet individual children's needs.
- We apply SEND support to promote early identification of children who may have SEND and respond promptly to emerging needs.
- We use the graduated approach (assess, plan, do and review), adapting provision and increasing the level of support where necessary to help children make progress and participate fully in nursery life.
- We involve parents and carers at all stages of assessment, planning, provision and review of their child's SEND support, working with them as partners in decision-making.
- Where appropriate, we take account of children's views and wishes in decisions about them, having regard to their age, development and level of understanding.
- We provide parents and carers with information on local sources of support and advice, such as the Local Offer and Information, Advice and Support Service (IASS).
- We liaise and work with other external agencies to improve outcomes for children with SEND and, where appropriate, contribute to coordinated assessments and plans.
- We have systems in place for referring children for further assessment or support through the appropriate local SEND and early help pathways and, where appropriate, for an Education, Health and Care (EHC) needs assessment.
- We provide the resources and reasonable adjustments necessary to implement this policy and enable children with SEND to participate fully in the life of the setting.
- We ensure that all staff are aware of this policy and the procedures for identifying, assessing and making provision for children with SEND. We provide appropriate training, guidance and information for staff, parents and carers, practitioners and volunteers.
- We ensure the effectiveness of our SEND provision by collecting information from a range of sources, including action plan reviews, staff and management meetings, parents' and carers' views, external agency feedback, inspections and complaints. This information is collated and evaluated.
- We provide and follow a complaints procedure.
- We monitor and review this policy annually and sooner where legislation, statutory guidance or local SEND arrangements change.

Further guidance

- Early Years Foundation Stage (EYFS) Statutory Framework for Group and School-Based Providers – version applicable from 1 September 2026.
- Working Together to Safeguard Children 2026 – statutory guidance.

Equality Act 2010 and relevant guidance on disability, equality and reasonable adjustments.

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE and Department of Health and Social Care) – current version updated September 2024.