Supporting Children with Special Educational Needs and Disabilities (SEND) Policy

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

Aims

- We have regard for the Special Educational Needs and Disability Code of Practice 0 to 25 years.
- We identify the specific needs of children with SEN and meet those needs through a range of strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our practice and provision and, if necessary, make adjustments.

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 them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs and we work hard to ensure no child is discriminated against or put at a disadvantage as a consequence of their needs. Each child's needs are unique and we do not attempt to categorise children.

We are committed to working in partnership with parents in order to meet each child's individual needs and develop to their full potential. We are committed to working with any child who has a special educational need and/or disability and making reasonable adjustments to our policies, procedures and physical environment, where possible.. All children have a right to a broad and well-balanced early learning environment.

SENCO and responsibilities

- Our designated SENCO member of staff is **Tracey Hamilton** and is supported in this role by the Manager, Nicky Quint. The role of the SENCo in our setting includes:
    - Ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND
    - Advising and supporting colleagues
    - Ensuring parents are closely involved throughout and that their insights inform action taken by the setting
    - Liaising with professionals or agencies beyond the setting
    - Taking the lead in implementing the graduated response approach and supporting colleagues through each stage of the process.

Procedures

We will:

- We ensure that the provision for children with special needs is the responsibility of all members at Stanmore Montessori.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We provide a broad, balanced and differentiated curriculum for all children with educational special needs.
- Work closely with parents of children with SEN to create and maintain a positive partnership which supports the child ensuring parents are involved at all stages of the assessment, planning, provision and review of their child's care and education and include the thoughts and feelings voiced by the child, where possible
- We provide parents with information on sources of independent advice and support.
- Make reasonable adjustments to our physical environment to ensure it is, as far as possible suitable for children and adults with disabilities using the facilities
- Provide a broad, balanced, aspirational early learning environment for all children with SEN and/or disabilities and differentiated activities to meet all individual needs and abilities
- Liaise with other professionals involved with children with special educational needs and/or disabilities and their families, including transition arrangements to other settings and schools.
- Use the graduated approach response system (**Code of Practice 5.39 - 5.46)** to assess, plan, do and review to ensure early identification of any SEND. See Appendix 2.
- Ensure that children with special educational needs and/or disabilities and their parents are consulted at all stages of the graduated response, taking into account their levels of ability.
- Education, Health and Care Needs Assessment will be requested from local authorities if, after following the graduated approach, the child is still not making progress and continues to cause concern, despite interventions.
- Review children's progress and support plans **on a 6 weekly basis** and work in partnership with parents to evaluate and agree on further support plans
- Provide privacy of children with special educational needs and/or disabilities when intimate care is being provided
- We liaise with Harrow Early Years and other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools. We work closely with the next school or care setting and meet with them to discuss the child's needs to ensure information exchange and continuity of care.
- We use the progress check at age 2, to help assess children's progress and whether this is behind expected levels of development to give cause for concern.
- Ensure the effectiveness of our SEN and disability provision by collecting information from a range of sources, e.g. additional support reviews, Education, Health and Care (EHC) plans, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually. See Appendix 1.
- We use a system of keeping records of assessments, planning and review for children with special educational needs.
- Provide a complaints procedure and make available to all parents in a format that meets their needs, e.g. Braille, audio, large print, additional languages

- Monitor and review our policy and procedures annually.

All new children will be given a full settling in period when joining the nursery according to their individual needs.

Other provisions:

We will:

- Ensure that children who learn at an accelerated pace, e.g. 'more able' are also supported
- Encourage children to value and respect others
- Provide well informed and suitably trained practitioners to help support parents and children with special educational difficulties and/or disabilities
- Challenge inappropriate attitudes and practices
- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning
- Provide resources (human and financial) to implement our Special Educational Needs Policy

- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources, eg EHCP reviews, staff and management meetings, parental and external agency's views, inspections and complaints.

Appendix 1 - Effective assessment of the need for early intervention

We are aware of the process for early help and adhere to the following procedure:

Local agencies should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. Children and families may need support from a wide range of local agencies. Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These early help assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

The early help assessment should be undertaken by a lead professional who should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role could be undertaken by a General Practitioner (GP), family support worker, teacher, health visitor and/or special educational needs coordinator. Decisions about who should be the lead professional should be taken on a case-by-case basis and should be informed by the child and their family.

For an early help assessment to be effective:

- The assessment should be undertaken with the agreement of the child and their parents. It should involve the child and family as well as all the professionals who are working with them

- A teacher, GP, health visitor, early years worker or other professional should be able to

discuss concerns they may have about a child and family with a social worker in the local authority. Local authority children's social care should set out the process for how this will happen

- If parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary.

If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm, or is likely to do so, a referral should be made immediately to local authority children's social care. This referral can be made by any professional (*Working together to safeguard children).*

Appendix 2 - Graduated response approach

We follow the SEND Code of Practice recommendation that, in addition to the formal checks above, we adopt a graduated approach to assessment and planning, led and coordinated by a SENCO. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs or disability. This graduated approach will be led and coordinated by our SENCO and appropriate records will be kept according to the Code of Practice.

Assess

In identifying a child as needing SEND support, the key person, working with the SENCO and the child's parents, will carry out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO will contact them, with the parents' agreement.

Plan

Where it is decided to provide SEND support, and having formally notified the parents, the key person and the SENCO, in consultation with the parents, will agree the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans will take into account the views of the child.

The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs are identified and addressed. Parents will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Do

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

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 the support will be evaluated by the key person and the SENCO in full consultation with the child's parents and taking into account the child's views. Information will be shared with parents about the impact of the support provided.

Education and Health Care Plan (EHCP)

Some children and young people may require an EHC needs assessment in order to decide whether it is necessary to develop an EHC plan. The purpose of an EHC plan is to make adjustments and offer support to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care.

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

- Evidence of the child's developmental milestones and rate of progress
- Information about the nature, extent and context of the child's SEND
- Evidence of the action already being taken by us as the early years provider to meet the child's SEND needs
- Evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- Evidence of the child's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

We will then work with the local authority and other agencies to ensure that the child receives the support they need to gain the best outcomes.

We will review this policy annually to ensure it continues to meet the needs of the children, parents and our nursery.

Legal Framework

- Children and Families Act 2014
- Equality Act 2010
- Special Education Needs and Disability Code of Practice 0 to 25 years (S e p t . 2024)
- Statutory Framework for the Early Years Foundation Stage 2026
- Working Together to Safeguard Children 2026

This policy was adopted on	Signed on behalf of the nursery	Date for review
1 September 2026	*Nicky Quint*	*1 September 2027*