

Mrs Bonds Village Nursery

SEND Policy

Statement of intent

We provide an environment in which all children are included and supported to reach their full potential.

Aims

- We have regard for the DFES Special Educational Needs Code of Practice.
- We include all children in our provision
- We provide practitioners to help support parents and children with SEND
- We identify the specific needs of children with SEND 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.

Methods

- We designate a member of staff to be SENCO and give his/her name to parents. Our SENCO is Mrs Lisa Owen.
- It is the duty of our SENCO to have regard for the SEN code of practice.
- We provide a statement showing how we provide for children with SEN/disabilities.
- We ensure that the provision for children with SEND is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We ensure that our physical environment is as far as possible suitable for children with disabilities.
- We work closely with parents of children with SEND to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with SEN/disabilities and their families, including but not limited to Area SENCo, SLT, OT, PT, other settings and primary schools
- We work with Primary Schools to make sure transfer arrangements to other settings and schools are as smooth as possible
- We use the Assess, Plan, Do, Review system for identifying, assessing and responding to children's special educational needs.
- We provide a broad and balanced curriculum for all children with SEND, and use techniques and support for them to be able to access it
- We provide a differentiated curriculum to meet individual needs and abilities.
- We use a system of planning, implementing, monitoring, evaluating and reviewing IEPs for children with SEND.
- We ensure that children with SEND are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEND
- We provide resources (human and financial) to implement our SEND policy.
- We ensure the privacy of children with SEND when intimate care is being provided.
- We provide in-service training for practitioners and volunteers.

- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- We ensure the effectiveness of our SEND provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agencies views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.
- We ensure all Current and new employees and volunteers are familiar with the SEND framework.
- Our SENCo will complete all necessary reports for the child, they will complete SENIF applications and the EHCP process

The legal framework for this policy is:

Part 3 of the Children & Family Act 2014

The Children ACT 1989

Special Educational Needs And Disability ACT 2014 (SENDA)

Disability And Discrimination ACT 1995 (DDA)

Department of youth and family services DYFS 2004

The Children ACT 2004 (every child matters)

Equality ACT 2010

Mental Capacity Act 2005

Policy reviewed 25.09.25