

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

Reviewed: June 2026

Next Review Date: September 2027

Table of Contents

Policy Statement.....	3
4.2.1 Special Educational Needs Co-ordinator (SENCo).....	4
4.2.2 Supporting Children with Identified SEND.....	4
4.2.3 Accessing Additional Support and Resources.....	4
4.2.4 Identifying Possible SEND.....	5
4.2.5 Graduated Approach to Supporting SEND.....	5
Assess – Plan – Do – Review.....	6
The Review Phase.....	6
Reflective Questions.....	6
Action Plan for Inclusion.....	7
4.2.6 West Sussex Local Offer.....	8
4.2.7 Education, Health and Care Plans (EHCPs).....	8
4.2.8 Working in Partnership with Parents and Carers.....	9
4.2.9 The Ordinarily Available Inclusive Practice (OAIP) Document.....	9
4.2.10 Information Gathering Form.....	10
4.2.11 Supporting Transitions.....	12
4.2.12 The West Sussex Inclusion Framework.....	12
4.2.13 Supporting Parents and Carers.....	13
Working in Partnership with Parents/Carers.....	13
4.2.14 Referencing and Signposting.....	13
Portage.....	13
SEND Information, Advice and Support Service (SENDIAS).....	14

4: Equal opportunities

West Sussex Parent Carer Forum.....	14
Reaching Families.....	14
Setting Support Phone Line.....	14
The SEND Under 5s Meetings.....	15
4.2.15 Funding.....	15
Inclusion Funding.....	15
Early Years Pupil Premium (EYPP).....	16
Disability Access Fund (DAF).....	16
Specialist Equipment.....	17
<i>4.2.16 Monitoring and Reviewing SEND Provision.....</i>	<i>17</i>

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

Policy Statement

Miss B's Nursery is committed to providing an inclusive environment where every child is supported to develop, learn and reach their full potential. This includes children who have **special educational needs and disabilities (SEND)**. We recognise that children develop at different rates and may require varying levels of support to participate fully in nursery life and access the curriculum.

The nursery follows the principles outlined in the **Special Educational Needs and Disability Code of Practice (2015)** and works in partnership with parents, carers and professionals to ensure children receive appropriate support.

Miss B's Nursery aims to ensure that all children feel valued, respected and included. We recognise the importance of working closely with families to understand each child's individual needs and provide tailored support where necessary.

This policy reflects the rights of children under the **United Nations Convention on the Rights of the Child (UNCRC)**, including:

- **Article 2** – All children have the right to protection from discrimination.
- **Article 3** – The best interests of the child must always be considered.
- **Article 12** – Children have the right to express their views and be listened to.
- **Article 23** – Children with disabilities have the right to special care and support.
- **Article 28** – Every child has the right to education.
- **Article 29** – Education should support children's full development and respect for others.

4: Equal opportunities

Miss B's Nursery aims to ensure that children with SEND are able to participate in nursery activities alongside their peers in a supportive and inclusive environment.

4.2.1 Special Educational Needs Co-ordinator (SENCo)

Miss B's Nursery appoints a **Special Educational Needs Co-ordinator (SENCo)** who is responsible for coordinating support for children with SEND within the setting.

The SENCo's responsibilities include:

- overseeing day-to-day provision for children with SEND.
- ensuring the SEND policy is implemented effectively.
- supporting staff in identifying and responding to children's additional needs.
- maintaining communication with parents and carers.
- coordinating support plans and strategies.
- liaising with external professionals and agencies.

The SENCo works closely with services provided by **West Sussex County Council's SEND services** to ensure children receive appropriate support.

4.2.2 Supporting Children with Identified SEND

Where a child has been identified as having SEND prior to joining Miss B's Nursery, we work closely with their family and any professionals already involved in supporting the child.

This includes:

- welcoming the child and their family into the nursery.
- gathering information about the child's needs before they begin attending.
- establishing strong partnerships with parents or carers.
- working collaboratively with professionals who are already supporting the child.

Where appropriate, the nursery liaises with **West Sussex SEND services** and other relevant agencies to ensure that appropriate provision is in place.

4.2.3 Accessing Additional Support and Resources

Some children may require additional support beyond the nursery's usual staffing arrangements.

Where necessary, Miss B's Nursery will:

- seek advice and support from **West Sussex SEND services**.
- apply for additional funding or resources where appropriate.
- consider providing additional staffing support if required.

The nursery may work with a range of professionals including:

- health visitors
- speech and language therapists
- educational psychologists
- paediatricians
- occupational therapists
- social workers
- portage workers.

Working with these professionals helps ensure children receive coordinated and effective support.

4.2.4 Identifying Possible SEND

Staff observe children carefully during their play, learning and daily routines to monitor their development and progress.

If concerns arise regarding a child's development or behaviour:

- The child's **Key Person** will discuss observations with other staff members.
- Parents or carers will be approached sensitively to share concerns.
- Staff and parents will work together to consider possible strategies for support.

Early identification helps ensure that children receive appropriate support as soon as possible.

4.2.5 Graduated Approach to Supporting SEND

Miss B's Nursery follows the **graduated approach** recommended in the SEND Code of Practice.

This approach uses a cycle of:

Assess – Plan – Do – Review

- **Assess:**
You should consider the assessment, observation and advice received.
 - o What is the current situation?
 - o What are we seeing?
 - o What is the impact on learning?
- **Plan:**
You should consider what is important for the child to achieve and the next steps for them to take part in appropriate learning experiences.
Identify how you will adapt your practice; this may include changes to the environment, routines, interventions and strategies.
- **Do:**
Based on your assessment and plan, you need to determine:
 - o What actions and strategies need to happen?
 - o Who is responsible for delivering and overseeing the targeted actions?
- **Review:**
 - Were the planned actions, strategies and support achieved?
 - Has the child made progress? How do you know?
 - What are the parents' and carers' views and understanding of their child's progress?

The Review Phase

The review stage is a fundamental part of the graduated response process and it allows you to carefully evaluate the actions taken and the impact they have had.

In addition to evaluating the impact of interventions and identifying potential areas for development, a key principle that underpins the review phase of the graduated approach cycle is developing a greater understanding of the child you are working with.

Parents and carers are involved throughout this process to ensure decisions reflect the child's needs and family circumstances.

Reflective Questions

The following questions are designed to help you to think about the children that you work with, within their context.

- How did the child respond to the additional support which was put into place?
- How has your understanding of the child, in terms of their strengths and needs, increased as a result of the actions that have been implemented?
- Are there any other areas which need to be considered or explored further?
- What is the reasoning behind any decision to amend the plan or its objectives, or to continue as they were?
- Have you kept this person-centred and sought to gain the views of the child and parent/carers at every opportunity?

If little or no progress has been made, consider whether the assessment tool used was appropriate to capture the changes.

- Did any implementation issues influence the child's ability to access interventions and support?

4: Equal opportunities

- Are there any other factors which may be impacting on the child's ability to co-regulate and learn?

As part of your reflection, you should consider whether there will need to be a change of intervention or delivery.

You can then adapt the plan or delivery accordingly before meeting with the parents/carers to share the progress so far and agree new targets and options for additional support.

Action Plan for Inclusion

The Action Plan for Inclusion is the Assess, Plan, Do, Review process.

This document is a way of planning strategies to meet children's needs and reviewing their progress.

This document should be a collaborative piece of work.

It should be put together with parents/carers, the early years setting, and any health professionals involved in supporting the child.

The document is also used as evidence for funding applications but as well as monitoring children's progress it can be used to support at points of transition to another nursery or to school and support a request for formal assessment, including an Education, Health and Care Needs Assessment (EHCNA).

It is best practice to complete a plan the moment you identify a child may have a need and ensure it used and updated regularly.

4.2.6 West Sussex Local Offer

Miss B's Nursery works in partnership with **West Sussex County Council** and provides families with information about the **West Sussex Local Offer**.

The Local Offer provides information about services available to support children with SEND and their families, including:

- educational support services

- health services
- social care support
- community groups and activities.

Nursery staff can help parents access the Local Offer where required.

Providing families with access to these services supports **UNCRC Article 23**, ensuring that children with disabilities receive the support they need to participate fully in society.

4.2.7 Education, Health and Care Plans (EHCPs)

Some children with more complex or long-term needs may have an **Education, Health and Care Plan (EHCP)**.

An EHCP outlines the child's needs and the support required across education, health and social care.

Where a child attending Miss B's Nursery has an EHCP, the nursery will:

- work closely with parents or carers.
- collaborate with professionals involved in the child's support.
- Implement the strategies outlined within the EHCP.
- contribute to EHCP reviews and provide information about the child's progress.

Miss B's Nursery participates in review meetings and works collaboratively with other professionals to ensure the child's needs are met effectively.

4.2.8 Working in Partnership with Parents and Carers

Miss B's Nursery recognises that parents and carers play a vital role in supporting their child's development and wellbeing.

We aim to build strong, respectful partnerships with families by:

- sharing observations and progress with parents regularly.

- discussing any concerns or developments sensitively.
- Involving parents in decision-making regarding support strategies.
- providing information about services and support available locally.
- respecting parents' knowledge and understanding of their child.

This partnership approach supports **UNCRC Article 12**, ensuring that the views of children and their families are respected and considered.

4.2.9 The Ordinarily Available Inclusive Practice (OAIP) Document

The OAIP was produced to support the provision of effective and consistent practice for those with additional needs.

It was updated in 2024 and offers clarity to schools and settings on the graduated approach and on the types of provision and strategies that can be provided within their existing resource.

The document was intended to be a one-stop shop for INCOs and SENCOs.

It includes information based on the four different areas of need as defined by the SEND Code of Practice:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.

There is an additional section on supporting children with their medical needs included in the document.

Each section identifies a barrier or need and offers a vast selection of strategies and approaches. It is also updated regularly and is a really good reference guide for you to keep going back to.

4.2.10 Information Gathering Form

It is used to gather relevant information about a child who is being considered for an Education, Health and Care Plan (EHCP).

It is split into 12 sections covering the child's details, setting details, progress data, the child's voice, and parental views. The 12 sections are:

1. Child's Details

- o Personal information
- o Date of birth
- o Address
- o Parent/carer details
- o Languages spoken
- o Health professionals involved

2. Setting Details

- o Nursery or early years setting information
- o Key person
- o SENCo
- o Attendance
- o Funding arrangements

3. Reason for Completing the Form

- o Why information is being gathered
- o Summary of current concerns
- o What support is being requested

4. Child's Strengths and Interests

- o What the child enjoys
- o What motivates them
- o What they can already do well

5. Progress Data

- o Current developmental levels
- o EYFS progress
- o Areas of need
- o Progress over time
- o Assessment information

6. Needs Across the Four Areas of SEND

- o Communication and Interaction
- o Cognition and Learning
- o Social, Emotional and Mental Health
- o Sensory and/or Physical Needs

7. Graduated Approach

- o Assess–Plan–Do–Review cycle
- o Strategies implemented
- o Interventions used
- o Outcomes achieved
- o Evidence of reviews

8. External Professionals Involved

- o Speech and Language Therapy
- o Health Visitor
- o Occupational Therapy
- o Portage
- o Educational Psychology
- o Other agencies

9. Child's Voice

- o The child's views
- o Their likes and dislikes
- o How they communicate preferences
- o What is important to them

10. Parent/Carer Views

- o Family's perspective
- o Main concerns
- o Priorities
- o Aspirations for their child
- o Support they would like

11. Summary of Evidence

- o Overall picture of need
- o Impact on learning and development
- o Why current provision is or is not sufficient
- o Key evidence supporting the request

12. Consent and Declaration

- o Parent/carer consent
- o Practitioner declaration
- o Signatures
- o Date
- o Confirmation that the information is accurate and can be shared

To monitor a child's progress, you can use the Small Steps Support document. This document is designed to aid Early Years providers and Early Years professionals (advisors and practitioners) in monitoring and celebrating the progress that children with SEND make in the prime areas of learning.

4.2.11 Supporting Transitions

Individual transition planning is beneficial for children with special educational needs and disabilities (SEND) to ensure they have their needs met when starting school or moving to a new setting.

Miss B's Nursery would meet with parents/carers and the SENCO from the previous setting/new setting (or school) to put together a supported transition plan.

These can assist practitioners in schools and early years settings, health professionals, parents and carers to work together to ensure a smooth transition into a new setting.

4.2.12 The West Sussex Inclusion Framework

The West Sussex Inclusion Framework is a whole setting self-evaluation tool.

The West Sussex Inclusion Framework should be used to help peer-to-peer discussions within your setting to critically evaluate how inclusive your setting is.

The Inclusion Framework can be used flexibly to support and inform Miss B's Nursery's development journey.

It is broken down into four different sections:

4: Equal opportunities

- The Environment
- Leadership
- Personal Development, Wellbeing and Welfare
- Quality of Education

The Inclusion Framework can be used flexibly to best support and inform your setting's development journey.

The four sections of the guidance mean different practitioners can take different areas to focus their evaluations.

For example, a practitioner could conduct a sensory audit inside and outside to identify potential sensory challenges. The staff team can then come together to formulate a plan on how these could be managed.

The headings and subsequent points provide useful guidance for leading discussions.

The Inclusion Framework helps our setting become more inclusive and supports practitioners with knowledge of SEND.

4.2.13 Supporting Parents and Carers

Working in Partnership with Parents/Carers

Working in partnership with parents/carers is crucial for all children, but it is particularly important when a child has additional needs.

It is imperative that parents/carers are involved at all stages when SEND concerns have been identified.

We would ensure we:

- Share the strengths of the child.
 - Explore how the child is at home.
 - Listen to the experiences and concerns of the parents/carers.
 - Talk through any concerns or worries you have based on what you have noticed.
 - Discuss what your next steps and plans are.
 - Plan another meeting to review progress where you will talk through the current plan's impact and discuss further steps.
-

4.2.14 Referencing and Signposting

There are a number of services that can support families that have children with SEND.

Portage

Portage is a home visiting education service for pre-school children with SEND and their families.

They work with families to help them develop a quality of life and experience, for themselves and their young children.

This means they can learn together, play together, participate and be included in their community in their own right.

Portage also plays a part in minimising the disabling barriers that confront young children and their families, as well as supporting the national and local development of inclusive services for children.

SEND Information, Advice and Support Service (SENDIAS)

West Sussex SENDIAS supports children and young people who have SEND and their parent/carers.

The service is free, impartial and confidential.

West Sussex Parent Carer Forum

The team of experienced parents and carers offers knowledge and training to other parents and carers.

They also signpost to relevant organisations and services who can provide support and information.

They help parents and carers to understand their parenting journey, feelings and wellbeing, as well as how to work well with professionals to support their child.

Reaching Families

They are a parent/carer-led, grassroots charity.

Their aim is to support parents, carers and families of children and young people with SEND in their daily lives.

They particularly offer support through information, training, and peer support.

Setting Support Phone Line

If parents or we need additional support (and you have parental permission), you can call the Setting Support Phone Line. It is for inclusion practice queries only, not inclusion funding queries. It is an advice and support service for practitioners and childminders from early years or childcare settings on any inclusion topic.

The call will be answered by an Early Years and Childcare Advisor (EYCA). To talk through our practice queries, and, depending on the need, the EYCA may recommend new strategies or changes in how the current strategies are used, adaptations to the routine, or arrange a visit to observe the child and the support you are currently providing. During a visit, the EYCA's role is to identify areas where the provision in the setting could be improved to better meet the child's needs.

The support line is also an interim support while waiting for a SEND Under 5s Meeting or to support emerging needs while waiting until the child meets the threshold to be included in SEND under 5s meeting.

Phone: **01243 777807**

The service is available every Tuesday afternoon from 1.00 pm to 4.00 pm. Calls are not taken outside of these times.

The SEND Under 5s Meetings

As a local authority, West Sussex County Council is responsible for identifying all children with SEND so that we can plan and prepare to meet their needs.

4: Equal opportunities

The Special Educational Needs and Disabilities (SEND) under-5s process seeks to establish proactive and practical support to improve the experience for children and families while they are 'waiting for a decision.' Groups of professionals and other sources of support meet to share information, decide approaches and/or assessment needs and agree on timelines. These meetings consider what the child or family need now, as well for starting school. Outcomes are shared with the parents or carers for comment. It operates in a cycle as new and current children are reviewed at agreed time points. This professional liaison supports earlier identification, which in turn leads to appropriate support being in place and improves the outcomes for children.

The different possible outcomes from a 'SEND Under 5s' meeting could consist of:

- Providing the family with information about local services.
- Making a referral for support from the Portage service.
- Supporting a family to access early years provision.
- Supporting the early years setting the child is attending.
- Providing transition support for children moving to school or a new setting.
- Reviewing evidence of a child's progress to inform next steps, possibly including moving to a formal assessment.

We are able to contact the team via their email address:

SENDunderfives@westsussex.gov.uk

4.2.15 Funding

There is additional funding that Miss B's Nursery and our parents are able to access to provide additional support to best support the child.

Inclusion Funding

To access inclusion funding, Miss B's Nursery would demonstrate how we have supported the child, the progress they have made and the support that we need to provide to enable the child to engage in learning experiences in our setting. In order to best present this Miss B's Nursery would:

- Complete an 'Individual Plan' and a 'One Page Profile' for the child.
- Use the graduated approach of 'assess, plan, do, review'.

4: Equal opportunities

- o This will support you to identify the child's needs and the progress they make with support.
- Use Ordinarily Available Inclusive Practice (OAIP).
 - o You can use the OAIP to inform and reflect on the actions taken to support the child.
- Consider if the child needs referrals to other professionals.
- Complete an Action Plan for Inclusion.
 - o This should outline the support you are putting in place and any additional support you think is required to meet the needs of the child.
- Discuss with an EYCA if an application for inclusion funding is appropriate.
- Check the deadline date for inclusion funding.
 - o If you miss the dates for the current term, then you will have to wait for the following term to apply.

Miss B's Nursery would then carefully plan how they use additional funding to support the needs of children.

Early Years Pupil Premium (EYPP)

The EYPP is additional funding for Miss B's Nursery to enhance the education they provide for disadvantaged 3 and 4-year-olds.

A Deprivation Supplement is added to the EYPP in West Sussex to further support these children.

Disability Access Fund (DAF)

Disability Living Allowance (DLA) is an entitlement that families could be in receipt of, depending on the child's current needs.

It is allocated to help the parent/carer to provide the extra support their child needs.

4: Equal opportunities

Miss B's Nursery can access the Disability Access Fund (DAF) for a child in receipt of child Disability Living Allowance (DLA) if the child receives Funded Entitlement for 3 and 4-year-olds. This is an annual payment made to the setting.

If the child attends more than one setting, then the parent/carers can choose which setting receives the DAF payment.

Specialist Equipment

If an Occupational Therapist (OT) or a Physiotherapist (PT) recommends a piece of specialist equipment to enable a child to access provision in the setting, you may be able to access equipment funded by the local authority.

The setting will be responsible for storing the equipment safely, but the OT or PT will be able to show you how to use it safely and inform you when changes to the equipment are needed.

For more information, contact FISinclusionteam@westsussex.gov.uk

4.2.16 Monitoring and Reviewing SEND Provision

Miss B's Nursery regularly reviews the effectiveness of SEND provision to ensure children receive appropriate support.

This includes:

- monitoring children's progress and development.
- reviewing individual support plans and strategies.
- discussing progress during staff meetings and supervision.
- reflecting on practice and making improvements where needed.

The SENCo works with staff to ensure that the nursery environment, resources and teaching approaches remain inclusive and supportive for all children.

Regular review helps ensure that Miss B's Nursery continues to provide high-quality inclusive practice that supports the learning and wellbeing of every child.
