



## **SEN Policy/SEN information report**

*Named SENCO = Nursery Manager, Sam Mitchell*

### **How we support children with special educational needs (SEN)**

Since September 2001 it has been a requirement for all settings, who are registered for the nursery education grant, to appoint a named setting based Special Educational Needs Co-ordinator (SENCO). At Westlands Nursery the named person is Samantha Mitchell. Our setting is also required to develop and implement a Special Needs/Inclusion policy which reflects the aims and practice of the setting and which supports inclusion.

### **Our setting-based SENCO:**

- Assist in identifying emerging difficulties a child may have, or barriers there may be to them accessing the full offered curriculum
- Support staff in creating targeted plans along with parents/carers
- Keeping parents/carers informed of any progress made to help maintain a positive partnership. (SEN code of Practice 5.37)
- Review the SEN policy yearly; in consultation with the manager and staff at full staff meetings
- Have reasonable knowledge of outside agencies who can offer support
- Liaise directly with the settings 'Early Years Quality Advisor'
- Ensure that relevant background information about individual children with special educational needs is collected, recorded and updated.
- Attend on-going training to ensure they have the most up to date information and knowledge relating to SEND

### **Partnerships with Parents and Carers**

Parents are consulted at every level of intervention. Parents have a right to be involved in discussions about their child. Procedures should be explained to parents in order to develop a close working relationship and to allow parents to be involved in setting targets for their child. Parents should be offered advice about how they can work with their child at home. Parents/carers are able to contact their child's room leader or SENCO through our Family App at any time to discuss any concerns or to ask any questions they may have. Meetings can be made at the parents request at a mutually convenient time. Meetings for parents of children with support plans will be held termly.

### **Definition of SEN - Children and families act 2014**

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A child has SEN if she or he has a learning difficulty that calls for special educational provision to be made for her or him.

A child had a learning difficulty if she or he:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability that either prevents or hinders the child from making use of the facilities of a kind provided for the children of the same age in the nursery.

## **Identifying SEN and Managing Interventions**

The need for early identification is paramount. A child must not be regarded as having a learning difficulty solely because they have English as an additional language and parental concern should always be taken into consideration

The SEN Code of Practice 2015 (5.38) suggests that there should be a graduated approach, slowly increasing the support given to meet the learning needs of individual children. Our system of observation and record keeping, which operates in conjunction with parents, enables us to monitor children's needs and progress on an individual basis. If we feel that a child needs interventions which are additional to, or different from that which we normally provide, we discuss this with parents/carers and prepare a support plan with input from the parents/carers and also from the child's key person. Within the plan we outline the clear, small targets we set for their child, record the strategies we will employ and detail the subsequent progress made by the child. Support Plans are reviewed termly with parents/carers. If it is felt that a child's needs cannot be met through nursery without additional support, then advice will be sought from our Early Years Quality advisor or the SENCo can make appropriate referrals, such as Speech and Language or a Health Visitor 'integrated review at 2' for extra support and advice.

## **Planning support for children with SEN**

We endeavour to provide a fully inclusive environment by:

- Ensuring all children have a right to expect to learn in a caring and supportive environment where the staff and the children are all valued for their contribution to nursery life
- Ensuring that our individual planning for all children contains approaches and activities which will ensure the progress of those children with SEN
- Differentiating the activities offered so that they are achievable by all the children and provide opportunities so that all children experience success and gain confidence
- Have a good knowledge of all children to ensure we are providing them with unique and personalised learning opportunities to help them thrive
- We are always available to meet with parents/carers and this is also documented within our welcome pack
- We would not contact another professional about a child without the parents/carers' consent, unless our concerns were of a child protection nature.

## **The legal framework for this policy is:**

- Race Relations Act 1976
  - Race Relations Amendment Act 2000
  - Sex Discrimination Act 1986
  - Children Act 1989; and 2004
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- Special Educational Needs and Disability Act 2001
- Equality Act 2010
- Children and Families Act 2014

This policy is in guidance with the Early Years Foundation Stage Statutory Requirements (EYFS 2025, paragraph 3.76) and the Special Educational Needs and Disability Code of Practice (2015). Section 4(1) of the Nursery Education and Grant Maintained Schools Act 1996 and section 123 of the School Standards and Framework Act 1998.

**Policy Last Reviewed: October 2025**

**Next Review Date: October 2026**

