

## SPECIAL EDUCATIONAL NEEDS and DISABILITIES (SEND) POLICY

### **Policy Statement**

CMN Nurseries are committed to providing an inclusive environment in which every child, regardless of ability or need, is supported to reach their full potential. We recognise that children may have Special Educational Needs and/or Disabilities (SEND) and we are dedicated to ensuring that they have access to high-quality early years education in line with the Early Years Foundation Stage (EYFS) framework.

Our approach ensures that children with SEND are identified early, assessed accurately, and supported with personalised strategies and interventions, in partnership with parents, carers, and relevant professionals.

### **Objectives**

1. To provide an inclusive environment that supports the learning, development, and wellbeing of all children.
2. To identify and assess children with SEND promptly, ensuring early intervention.
3. To work in partnership with parents, carers, and other professionals to meet each child's individual needs.
4. To follow the procedures of the local borough in which each nursery is located when making referrals for further support or additional services.
5. To signpost parents and carers to the Local Offer of their borough to ensure they are aware of available support and services.
6. To ensure that all staff are trained and confident in supporting children with SEND.

7. To use a graduated approach—**assess, plan, do, review**—to support children with SEND, ensuring that provision is personalised and responsive.
8. To comply with relevant legislation, including the Children and Families Act 2014 and the SEND Code of Practice 0-25 (2015).

## Definitions

A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. This includes, but is not limited to:

- Communication and interaction needs (e.g., speech, language, and communication difficulties, autism spectrum disorder)
- Cognition and learning needs (e.g., learning delays, developmental disorders)
- Social, emotional, and mental health needs (e.g., anxiety, attachment difficulties)
- Sensory and/or physical needs (e.g., hearing or visual impairment, physical disability)

## Procedures

### 1. Identification and Assessment

- Key persons observe and assess children's development and learning on an ongoing basis.
- Concerns about a child's development are discussed with parents/carers and recorded.
- The nursery uses a **graduated approach** (assess, plan, do, review) to ensure that the support provided is tailored to each child's needs and reviewed regularly for effectiveness.
- If necessary, the nursery will follow the procedures of the local borough in which the nursery is located to make referrals for additional support, including external specialists and statutory services.

- Children with identified needs will have an Individual Support Plan (ISP) detailing targets, strategies, and progress monitoring.

## **2. Planning and Support**

- Provision is adapted to meet children's individual needs, including differentiation in activities, additional support, and resources.
- Staff use strategies to promote independence, social interaction, and confidence.
- Regular reviews of children's progress are carried out with key persons, parents, and professionals in line with the graduated approach.

## **3. Partnership with Parents and Carers**

- Parents and carers are consulted at every stage, informed of assessments, and involved in planning support.
- Parents are signposted to their local borough's Local Offer to ensure they are aware of available support, services, and resources.
- Open communication is maintained to ensure consistency between nursery and home.

## **4. Staff Training and Development**

- All staff receive ongoing training on SEND awareness, inclusive practice, and specific interventions relevant to the children in our care.
- The SEND Coordinator (SENCO) provides guidance and support to staff to ensure effective implementation of strategies.

## **5. The Role of the SENCO**

- The SENCO is responsible for coordinating SEND provision, monitoring progress, liaising with parents and professionals, and ensuring compliance with statutory requirements.
- The SENCO maintains SEND records and ensures that all staff are informed of children's individual needs.

## 6. Education, Health and Care (EHC) Plans

- Some children attending CMN Nurseries may have an Education, Health and Care (EHC) Plan, or may be undergoing assessment for one. An EHC Plan is a statutory document that sets out a child's education, health, and care needs, and the provision required to meet those needs.
- CMN Nurseries work in close partnership with parents/carers, the local authority, and relevant professionals to support children with an EHC Plan.
- Where a child has an EHC Plan, the nursery ensures that the outcomes, strategies, and provision outlined within the plan are implemented and reviewed as part of the child's daily practice.
- The SENCO is responsible for coordinating support for children with EHC Plans, ensuring that staff are informed of their responsibilities and that provision is consistent and effective.
- The nursery contributes to EHC needs assessments and annual reviews by providing written reports, observations, and progress evidence as required by the local authority.
- If it is agreed that a child may require an EHC needs assessment, the nursery will follow the referral procedures of the local borough in which the nursery is located and support parents throughout the process.
- Support for children with EHC Plans is delivered using the graduated approach (assess, plan, do, review) to ensure that provision remains appropriate, responsive, and outcome-focused.
- CMN Nurseries are committed to ensuring that children with EHC Plans are fully included in nursery life, have access to the curriculum, and are supported to make the best possible progress alongside their peers.

## 7. Safeguarding and Wellbeing

- Children with SEND are safeguarded in the same way as all children, with additional considerations as required for their specific needs.

- Staff are trained to recognise signs of distress, abuse, or neglect and follow the nursery's safeguarding procedures.

## **8. Transition and Moving On**

- Support is provided for children with SEND during transitions, including moving between rooms or onto school.
- Information about each child's needs, progress, and strategies is shared with the receiving setting or school.

## **Monitoring and Review**

- The effectiveness of the SEND policy is reviewed annually, or sooner if there are changes in legislation, guidance, or borough procedures.
- Feedback from staff, parents, and external professionals is considered to improve provision and outcomes for children with SEND.

## **Compliance**

This policy is in line with the Children and Families Act 2014, the SEND Code of Practice 0-25 (2015), and the Early Years Foundation Stage statutory framework.

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