

Special Educational Needs and Disability Policy

St. Nicholas and Ambleside

Principles and aims

At Little Learners Nurseries, each child is given the opportunity to achieve so that they can become a confident learner. All children access a full range of activities through which they can develop and learn through play. Support is provided to children with Special Educational Needs and Disabilities (SEND) to ensure they have full access to the curriculum and are included in all activities alongside their peers. Our staff foster effective communication with parents and carers, enabling them to play an active role in their child's education.

Little Learners is committed to identifying and meeting the individual needs of all children, including those with SEND. We will ensure that appropriate arrangements are in place to support children with SEND, make reasonable adjustments where required, and remove barriers to participation, learning and development so that every child can achieve their full potential.

Legislation Framework

The legislation underpinning this policy includes:

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- The Children and Families Act 2014
- The Equality Act 2010
- Special Needs Education and Disability Act 2001
- Special Educational Needs and Disability Regulations 2014
- Early Years Foundation Stage (EYFS) Statutory Framework for Group and School-Based Providers effective from 1 September 2026.

Roles and responsibilities

Setting managers have overall responsibility for special educational needs in the setting. The Manager is responsible for ensuring that legislation is met.

Manager Little Learners Ambleside	Charlie Walton
Manager Little Learner St. Nicholas	Jodie Richards

The Special Educational Needs Coordinator (SENCO) has responsibility for the day-to-day management of the SEN procedures.

SENCO Little Learners Ambleside	Abbie Cocklin
SENCO Little Learner St. Nicholas	Chloe Gullefer

SENCO's undertake relevant training for the role and attend additional appropriate courses and conferences as they arise.

The nursery will ensure that all practitioners receive appropriate guidance, training and support to identify and meet the needs of children with SEND. Ongoing professional development opportunities will be provided to promote inclusive practice and ensure staff are confident in supporting children's individual needs.

The SENCO has responsibility for:

- liaising with parents/carers
- liaising with outside professionals in regard to children's individual needs
- advising and supporting other practitioners in the setting
- ensuring that appropriate learning and outcomes plans are in place
- ensuring that background information is collected, recorded and updated
- taking the lead in further assessment of a child's strengths and weaknesses to guide and meet the child's future needs
- taking the lead in monitoring and reviewing any action taken to support the child
- ensuring that appropriate records are kept for all children with special educational needs and/or disabilities who require outside agencies support.

SEN Provision

Admissions

We admit all children, including those with special educational needs.

We advise that parents and carers of children with additional needs to approach the SENCO for more information and to discuss how their child's needs can be met.

Reasonable adjustments will be made to the environment, curriculum, resources and teaching approaches to ensure children with SEND can access all aspects of nursery life and learning.

All children are assigned a key person who is responsible for liaising with parents and carers and for observing, planning and assessing children's progress. Children with additional needs will be supported by the SENCO.

Premises

Both Premises (St Nicholas and Ambleside) are situated in a domestic style property converted into a commercial nursery setting. Both accommodations are on two levels and have four rooms.



- Furniture is arranged to accommodate children with mobility difficulties. There is access to adjustable height furniture i.e. sand/water trays, or access is made possible by using floor level activities
- Passageways are kept clear at all times to follow health and safety regulations and facilitate children's mobility
- Play areas have carpets to reduce noise levels.

Early identification and referral

We support children's progress, learning and development through assessment against the Early Years Foundation Stage, by the early identification of difficulties and accessing appropriate interventions. This may include working with other professionals such as the Local Authority SENCO, educational psychologists, speech and language therapists, occupational therapists and others.

These professionals will be contacted to provide additional suitable strategies to support children who may have additional needs in a particular area of development. They may also be involved in the child's transition to other settings and school.

Concerns can be identified by parents and carers, staff or other professionals. We follow Havering referral procedures – see <https://www3.havering.gov.uk/SiteAssets/Pages/ServiceChild/Delivering-free-early-years-education/SEN%20Support%20in%20EY%20Settings.pdf> for further information. Referrals will be made with the full knowledge and consent of parents and carers.

Before any referral is made to an external agency, specialist service, the Local Authority SEND Team or the Area SENCO, parental consent must be obtained. Parents and carers will be required to complete and sign the relevant Havering Consent Form and any associated referral documentation. Referrals cannot be submitted, children cannot be added to the Area SENCO caseload, and information cannot be shared with external professionals without parental consent, unless there is a safeguarding concern that requires information sharing in accordance with statutory guidance. Where consent is not provided, the nursery will continue to monitor the child's progress, implement appropriate support strategies within the setting and work in partnership with parents and carers to meet the child's individual needs.

Assessment

Parent consultations detailing children's progress against the EYFS are offered regularly, alongside ongoing updates through Tapestry and daily communication with families. An additional assessment, the Two-Year Progress Check, is completed when a child is between two and three years of age. This assessment reviews the child's attainment and progress in the three Prime Areas of the EYFS: Personal, Social and Emotional Development, Communication and Language, and Physical Development.



Monitoring and reviewing

Monitoring of children's progress is ongoing, and regular reviews are carried out at least termly with parents and carers and outside professionals when appropriate.

Where a child requires additional support, the nursery will follow a graduated approach of Assess, Plan, Do and Review in partnership with parents/carers and relevant professionals.

All activities are differentiated to meet children's needs and allow full access to the learning curriculum.

Some children are provided 1:1 support through SEN/Inclusion funding. The aim of the support is to help the child to develop the relevant independence skills and may be withdrawn once the child reaches the expected progress.

We group our children by age i.e. 6 to 18 months, 18 to 30 months, 24 to 36 months (2-3 years) and 36 months+ (3 to 5 years).

Record keeping

When a child has a recognised special educational need, or ongoing medical needs, relevant information is sought from parents and carers on admission. This information is kept in the child's confidential folder.

Confidential reports and records of progress and reviews are kept in a locked filing cabinet. We ensure we follow data protection rules so that we maintain confidentiality. We give parents and carers access to their child's records when requested.

We keep records of any additional provision made for individual children. We update records regularly to which parent and carers are asked to contribute. Records are passed on to the next setting/school with parents and carers' permission.

Resources

We have a wide range of toys to meet different learning needs. All materials provided relate to interests and abilities.

Involvement of children

We make use of augmentative communication e.g. visual timetables to support children's speech and language and social communication development.



Children are involved in their own learning and encouraged to celebrate their own success and that of others.

Children are asked how they would like to be helped.

Children are encouraged to comment on whether they enjoy the learning activities provided.

Where appropriate, children will be given opportunities to express their views, wishes and feelings regarding the support they receive, and these views will be considered when reviewing support arrangements.

Partnership with parents and carers

We value parent and carers' expertise and deep knowledge of their own children. Parents and carers' comments are included in assessment and review.

We ensure parents and carers are aware of the roles and responsibilities of staff.

We have an 'open door' policy, offer informal chats when required and formal discussion by appointment. Information is shared with parents and carers through the use of Tapestry.

We involve parents and carers through planning, when implementing strategies and identifying learning and development outcomes for their own children.

Transition

We will pass all relevant records on to the next setting/school (with parents and carers' permission). A transfer record is completed which highlights the child's likes and dislikes, strengths and successful strategies to support the child's well-being and communication.

Transition visits are also arranged with the setting/school to get the child accustomed to the new environment, thus supporting children's well-being. We recognise that these visits need to be flexible and multiple in order for the child to have the most benefit.

Complaints

In the case of a complaint regarding special educational needs provision, the procedure outlined in the setting's complaints policy will be followed.



This policy meets the requirements of the Early Years Foundation Stage (EYFS) Statutory Framework effective from 1 September 2026.

Date policy last reviewed/updated	1 st September 2026	Reviewed by	Terri Noone - Interim Regional Nursery Manager Jodie Richards – Nursery Manager Charlie Walton – Nursery Manager
Date of next review/update	September 2027		