

## 1. Equality of Opportunity

### 1.10 Supporting Children with Additional Needs

#### Context

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (2014), and the Equality Act (2010).

#### Definition

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people who have SEN may also have a disability under the Equality Act 2010. Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.'

#### Supporting children with additional educational needs

- We provide an environment in which all children, including those with additional educational needs, are supported to reach their full potential.
- We ensure our provision is inclusive to children with additional educational needs.
- We support parents and children with additional educational needs and disabilities (SEND).
- We identify the specific needs of children with additional educational needs and disabilities and meet those needs through a range of SEND strategies.
- We work to create and maintain a positive partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

#### Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents.
- Our SENCO is: Aimee Fairhurst
- We ensure that the provision for children with additional educational needs and disabilities is the responsibility of all members of the setting.
- We recognise that identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children.
- We use the graduated response (see diagram) for identifying, assessing and responding to children's additional educational needs: Appropriate assessment (including termly trackers and a Progress Check at age; Appropriate target setting and information sharing; Authentic implementation; Timely review

## Graduated response flow diagram



**Assess** - We regularly assess the child's needs by drawing on information from key workers, parents and any specialist professionals who may be involved with the child.

**Plan** - When we decide to put any SEND support in place we ensure parents are notified. The key worker, SENCo and parents decide together what adjustments or interventions need to be put in place.

**Do** - the key worker and supporting adults are responsible for working with the child on a day-to day basis and put into place any agreed actions/interventions whilst liaising with any staff who may also be working with the child/providing the child with extra support e.g. 1:1 supporting adults. Key people and support assistants are responsible for implementing the child's targets.

**Review** - Each term the child's progress including the effectiveness of any interventions is reviewed. Where possible this will involve SENCO, keyworker, parents and any outside professionals working with the child and/or an update report from their perspective. This review will then inform future planning.

- We use a system of planning, implementing, monitoring, evaluating and reviewing individual support plans (ISPs) for children with additional educational needs and disabilities.
- We ensure that children with additional educational needs and disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education, acting on their wishes and concerns. We recognise that parents know their children best and will respond appropriately to any concerns raised.

- We provide resources (human and financial) to implement our SEND.
- We provide parents with information on sources of independent advice and support: <https://stmichaelscommunitynursery.co.uk/inclusion/>
- We liaise with other professionals involved with children with additional educational needs and disabilities to ensure the best outcomes for children, including; parents/carers, health professionals, the local authority, actively managing transition arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with additional educational needs and disabilities.
- Where possible relevant training for parents, practitioners and volunteers will be provided. We raise awareness of any specialism the setting has to offer through our local offer.
- We ensure the effectiveness of our SEND provision by collecting information from a range of sources e.g. ISP's, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed as necessary.
- We provide a complaints procedure.
- We monitor and review our policy annually.

#### **Further guidance**

Early Years Foundation Stage Statutory Framework (DfE 2024)

Working Together to Safeguard Children (DfE 2015)

Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

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