

Special Educational Needs (SEN) Policy

At Brook Green Nursery, we are a fully inclusive setting. We provide a warm, positive, and welcoming environment where every child is supported according to their individual needs. We believe that all children have the right to learn, play, and develop alongside their peers, and we recognise that each child's needs, strengths, and experiences are unique.

We are committed to working in close partnership with parents, valuing their insight and expertise. Together, we ensure that every child receives the support they need to reach their full potential. We welcome and support children with specific needs and/or disabilities and will always make reasonable adjustments to ensure they can fully access our nursery environment.

If we identify that a child may have additional needs that have not previously been recognised, we will work sensitively and collaboratively with parents and relevant professionals to determine the best next steps.

What is SEND?

SEND stands for Special Educational Needs and Disability. All staff follow the SEND Code of Practice (0-25 years, 2015) when identifying and assessing needs that are not met through our universal provision.

SEND includes a wide range of needs, including:

- Communication and interaction
- Cognition and learning
- Social, emotional, and mental health
- Sensory and physical needs
- Children who may learn more quickly than their peers (e.g., gifted and talented children)

Our Special Educational Needs Coordinator (SENCO) leads on:

- Assessing a child's strengths and areas of need
- Planning appropriate support
- Working with colleagues to implement strategies
- Monitoring progress and reviewing actions
- Ensuring accurate and up-to-date record keeping

- Liaising with external professionals and other settings

A Graduated Approach: Assess - Plan - Do - Review

Your child's Key Person regularly observes, assesses, and plans for their learning and development. If they identify that a child is finding one or more areas challenging, they will introduce simple, targeted strategies. This differentiated approach may include:

- Breaking activities into smaller steps
- Offering alternative resources
- Adjusting the level of challenge
- Trying different teaching approaches

If the child continues to experience difficulties despite these strategies, we will introduce **special educational provision** through a graduated approach. This ongoing cycle of Assess - Plan - Do - Review ensures that support is continually adapted to meet the child's needs.

This process is collaborative. Parents, the child (where appropriate), the SENCO, external professionals, and any other settings the child attends will be involved to ensure consistency and shared understanding.

Statutory Assessment

We have a statutory duty to complete a Progress Check at Age Two, which is always shared with parents along with a written summary. If any areas of development are less than expected, we will work with parents to agree next steps.

If, despite targeted support and a graduated approach, a child is still not making expected progress, we may with parental consent request a statutory assessment from the local authority. This may lead to an Education, Health and Care Plan (EHCP).

The SENCO, together with staff, parents, and external specialists, will contribute to the assessment process. The local authority will then decide whether an EHCP is required and, if so, will arrange, monitor, and review the provision.

Transition

Effective SEN support includes thoughtful planning for transitions, whether a child is:

- Moving to another nursery setting
- Starting school
- Changing rooms within the nursery

Transition planning may involve reviewing current support, updating the child's EHCP (if applicable), and sharing relevant information with the new setting or school. Our aim is to ensure continuity of care, minimise anxiety, and help the child feel confident and prepared for their next steps.

Our Commitment

We are dedicated to ensuring that every child:

- Feels valued, included, and understood
- Has access to high-quality learning experiences
- Receives support tailored to their individual needs
- Is encouraged to develop confidence, independence, and resilience

By working in partnership with families and professionals, we ensure that children with SEND receive the care, attention, and opportunities they deserve.