



Sheffield Hallam University Nursery

Special Educational Needs & Disabilities Policy

This policy is in line with the revised Special Educational Needs and Disability, Code of Practice (2014).

Statement of intent

At nursery we are committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside each other through positive experiences. This will enable them to share opportunities and experiences and develop and learn from each other.

We provide a positive and welcoming environment where children are supported according to their individual needs. We work hard to ensure no children are discriminated against or put at a disadvantage because of their needs.

We believe that all children have a right to experience and develop alongside their peers no matter what their individual needs. Each child's needs are unique, therefore any attempt to categorise children is inappropriate.

We are committed to working in partnership with parents in the provision for their child's individual needs to enable us to help the child to develop to their full potential. We are committed to working with any child who has a specific need and/or disability and making reasonable adjustments to enable every child to make full use of the nursery's facilities. All children have a right to a broad and well-balanced early learning environment.

Where we believe a child may have additional needs, we will work closely with the child's parents and any relevant professionals to establish if any additional action is required.

Were we unable to support a child's needs, we would discuss this with parents and serve a four week notice to terminate the child's place.

Where a child has additional needs, we feel it is paramount to find out as much as possible about those needs; any way that this may affect his/her early learning or care needs and any additional support he/she may need by:

- Liaising with the child's parents and, where appropriate, the child
- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority/professionals
- Observing, recording and monitoring each child's development regularly.



All children will have settling in period when joining the nursery according to their individual needs.

Aims

We will:

- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice
- Include all children and their families in our provision
- Provide well informed practitioners to help support parents and children with special educational needs and/or disabilities
- Identify the specific needs and/or disabilities and meet those needs through a range of strategies, supported by the SENDCO. This includes those who may learn quicker such as gifted and talented children
- Share any statutory/other assessments (completed by the nursery) with parents and support parents in seeking any help they or the child may need
- Work in partnership with parents and other agencies to meet individual children's needs, seeking advice, support and training where required
- Monitor and review our practice and provision and, if necessary, make adjustments and seek specialist equipment and services if needed
- Ensure that all children are treated as individuals/equals and are encouraged to take part in every aspect of the nursery day according to their individual needs and abilities
- Encourage children to value and respect others
- Challenge inappropriate attitudes and practices
- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning.

Methods

We will:

- Undertake formal Progress Checks and Assessments of all children in accordance with the SEND Code of Practice January 2015
- Ensure that the provision for children with special educational needs and/or disabilities is the responsibility of all members of staff in the nursery
- Ensure that our inclusive admissions practice includes equality of access and opportunity
- Ensure that our physical environment is as far as possible suitable for children and adults with disabilities
- Work closely with parents to create and maintain a positive partnership which supports their child(ren)
- Ensure that parents are informed at all stages of the assessment, planning, provision and review of their child's care and education
- Provide parents with information on sources of independent advice and support
- Liaise with other professionals involved with children with special educational needs and/or disabilities and their families, including transfer arrangements to other settings and schools.



- Use the graduated approach system for identifying, assessing and responding to children's special educational needs and disabilities
- Provide a broad and balanced early learning environment for all children with special educational needs and/or disabilities
- Provide differentiated activities to meet all individual needs and abilities
- Use a system of assessing, planning, implementing and reviewing Individual Plans for Progress for children with special educational needs and/or disabilities and discuss these with parents
- Review the plans for progress, approximately every six weeks and hold review meetings with parents
- Use a system for keeping records of the assessment, planning, provision and review for children with special educational needs and/or disabilities
- Provide resources (human and financial) to implement our SEND policy
- Ensure the privacy of children with special educational needs and/or disabilities when intimate care is being provided
- Provide in-house training for practitioners and volunteers where applicable
- Raise awareness of any specialism the setting has to offer e.g. Makaton trained staff
- Ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. individual plan for progress reviews, staff and management meetings, parental and external agencies' views, inspections and concerns/complaints. This information is collated, evaluated and reviewed annually
- Monitor and review our policy annually.

The Role of the Special Educational Needs and Disability Co-ordinator (SENCO)

Our nursery Special Educational Needs and Disability Co-ordinator (SENCO) is Rachael Hinchcliffe (Collegiate) and Sadie Broadhead (Meadows)

The role of the SENCO is to take the lead in further assessment of the child's particular strengths and weaknesses; in planning future support for the child in discussion with colleagues and in monitoring and subsequently reviewing the action taken.

The SENCO will ensure that in partnership with the child's key person, appropriate records are kept including a record of children's SEND support, individual plans for progress, Extended Support Plan, Education, Health and Care plans.

Parents will be consulted and presented with observations and information regarding their child's development. The child's key person will remain responsible for working with the child daily and for planning and delivering an individualised plan for progress. Parents will always be consulted and kept informed of the action taken to support the child and of the outcome of this action (Code of Practice 2015).



The SENCO and Child's key person work closely to follow a Graduated Approach; ensuring there are systems in place to 'assess', 'plan', 'do' and 'review' the child's individual needs. All plans and records will be shared with parents.

The Graduated Approach

We will follow the graduated approach process of assess, plan, do, review.

Assess: we will observe and assess the child's needs. This will be through information gained from parents as well as our own observations and progress checks. We use several assessment tools such as a speech and language tracker, the 2-year progress check and our ongoing observations and assessments.

Plan: If we feel the child may need some additional support, we will discuss with parents and with their permission, we will produce an individual 'plan for progress' to support the child. This will be based on information gained from parents as well as our observations and assessment. The plan will include specific targets and how these can be achieved.

Do: The key person will facilitate learning by ensuring toys, equipment, activities and experiences are available which are of interest to the child. Further observations and assessments will be completed

Review: The key person, SENCO and parents will discuss progress and either continue to follow the individual plan for progress as it is or update the targets. If the child has made little or no progress, we will consider making a referral to outside agencies.

Safeguarding

If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm, or is likely to do so, we will follow our safeguarding procedure immediately.

This policy was adopted on	Signed on behalf of the nursery	Date for review
17/3/23	C.E.Carroll	January 2026