

Supporting Children with Special Educational Needs Policy & Procedure

1. Policy Statement

At Goldilocks Nursery we provide an environment in which all children with special educational needs (SEN) are supported to reach their full potential.

We are committed to:

- Having regard for the Special Educational Needs and Disability Code of Practice
- Providing a clear and consistent approach for identifying, responding to, and meeting SEN.
- Supporting and involving parents and children (where appropriate) in all aspects of SEN support.
- Working in partnership with the local authority and external agencies.
- Regularly reviewing and improving our provision to meet evolving needs.
- Acting in accordance with the Equality Act 2010, making reasonable adjustments to remove barriers to participation.
- Ensuring early identification of needs through ongoing observation and assessment, in line with the EYFS.
- Following Kent County Council (KELSI) and The Education People guidance and practices to meet both local and national expectations.

2. SENCO Role and Responsibilities

- A designated Special Educational Needs Co-ordinator (SENCO) leads on SEN provision in the setting.
- Our SENCOs are **Paige Martin & Claire Germany**.
- The SENCO works closely with all staff to ensure effective day-to-day implementation of the SEN policy.
- SEN is a whole-setting responsibility; all team members contribute to inclusive provision.

3. Inclusive Practice and Curriculum

We ensure that:

- Inclusive admissions guarantee equality of access for all children.
- A broad, balanced, and differentiated curriculum meets diverse learning needs.
- Adaptations are made to the environment and teaching strategies to allow all children to thrive.
- Our setting is welcoming and fully accessible to children with a wide range of needs.

4. Identification and Support

- We apply SEN Support strategies to ensure early identification.
- We use the Graduated Approach (Assess, Plan, Do, Review) to support children with SEN and track their progress.
- We provide resources (human and financial) to implement effective SEN support.
- We ensure all staff are aware of our procedures for identifying and responding to SEN.

5. Working in Partnership with Families

- We actively involve parents in all stages of SEN support: assessment, planning, provision, and review.
- We provide information about local sources of advice and support, including the Local Offer and the Information, Advice and Support Service.
- Parents are signposted to Kent's Local Offer:
<https://www.kent.gov.uk/education-and-children/special-educational-needs>
- We offer and signpost relevant training opportunities for families and encourage parent participation in learning and development discussions.

6. Child Voice

- We seek to include the voice of the child in decisions that affect them.
- Children's preferences, interests and views are considered according to their age and level of understanding.
- Their participation is encouraged in planning and reviewing their own support.

7. External Support and Referrals

- We liaise with relevant external professionals and agencies to improve outcomes.
- Systems are in place to refer children for further assessment, including:
 - Early Help Units
 - Education, Health and Care (EHC) needs assessments

8. Staff Training and Development

- We provide ongoing professional development for staff to ensure effective SEN provision.
- Volunteers are supported to develop inclusive practice awareness.
- Families are signposted to workshops or support sessions where appropriate.

9. Monitoring, Evaluation and Review

- SEN provision is reviewed regularly using information from:
 - Action plan reviews
 - Staff and management meetings
 - Feedback from parents and external professionals
 - Inspections and complaints
- We use the Assess, Plan, Do, Review cycle and individual support plans to track children's progress.
- Evaluation outcomes inform continuous improvement in our SEN provision.

10. Raising Awareness and Complaints

- Information about our SEN provision is shared via our website and promotional materials.
- A clear and accessible complaints procedure is in place for all families.
- This policy is reviewed annually to ensure it remains current and effective.

11. Further Guidance and Legal Frameworks

We operate in line with the following key documents and statutory guidance:

- Early Years Foundation Stage Statutory Framework (DfE 2025)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2015)
- Equality Act 2010
- Working Together to Safeguard Children (DfE July 2018)