

Group Policy: SEND & Inclusion

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1. Policy Statement

Flower Pots Day Nursery is a fully inclusive setting that values the individuality of every child. We are committed to providing high-quality early education and care for all, ensuring those with Special Educational Needs and Disabilities (SEND) are supported to reach their full potential. We operate in strict accordance with the SEND Code of Practice (2015) and the Equality Act (2010).

2. Purpose

The purpose of this policy is to ensure a consistent, transparent, and proactive approach to inclusion across the group. It outlines our commitment to removing barriers to learning and ensuring that children with SEND have equal access to a broad, balanced, and differentiated curriculum.

3. Objective

- To identify and support children with SEND at the earliest possible stage.
- To implement a rigorous Graduated Approach (Assess, Plan, Do, Review).
- To work in meaningful partnership with parents and external multidisciplinary professionals.
- To secure positive outcomes and measurable progress for every child, regardless of their starting point.

4. Scope

This policy applies to all staff, students, and volunteers across the Flower Pots Nursery Group, covering admissions, daily practice, and transition.

5. Definitions

- SENDCo: Special Educational Needs and Disabilities Coordinator.
- Graduated Approach: A four-stage cycle used to support children with SEND.
- Reasonable Adjustments: Changes made to the environment, routine, or activities to ensure a child with a disability is not disadvantaged.
- ISP: Individual Support Plan; a working document outlining specific targets and strategies.

6. Procedures

6.1 Identification of Needs

All practitioners are responsible for the ongoing monitoring of children's development through high-quality observation.

- Early Identification: Practitioners must recognise and record concerns regarding developmental milestones or difficulties in specific areas.
- Evidence Gathering: Concerns raised by practitioners, parents, or external professionals will trigger a period of targeted observation to inform the next steps.

6.2 The Graduated Approach

Flower Pots follows the statutory four-stage cycle to provide tailored support:

1. **Assess:** Analyse the child's needs using observations, developmental trackers, and parental input.
2. **Plan:** Agree on the interventions and support to be put in place, involving the SENDCo and parents.
3. **Do:** The Key Person implements the agreed strategies within the daily nursery routine.

4. **Review:** Evaluate the impact of the support against agreed targets and adjust the plan accordingly.

6.3 Individual Support Plans (ISP)

Where a child requires support that is "additional to or different from" their peers, an ISP is created.

- **Collaboration:** ISPs are developed by the Key Person and SENDCo in partnership with parents.
- **Content:** Every ISP must include SMART (Specific, Measurable, Achievable, Realistic, Timely) targets, specific teaching strategies, and clear review dates.

6.4 Admissions and Reasonable Adjustments

We operate an inclusive admissions policy and do not discriminate based on SEND.

- **Transition Planning:** During admissions, we gather comprehensive data regarding a child's strengths and existing support needs.
- **Adjustments:** In line with the Equality Act 2010, we make reasonable adjustments to activities, routines, and the physical environment to ensure full access for all children.

6.5 Working with External Agencies

If a child does not make expected progress despite targeted interventions, we seek specialist advice.

- **Agencies:** This includes Speech and Language Therapy (SALT), Health Visitors, Educational Psychologists, and Early Years Inclusion Teams.
- **Consent:** Written parental consent is mandatory before any external referral or involvement.

7. Roles & Responsibilities

- **The Group/Nursery SENDCo:** Oversees policy implementation, supports staff in identifying needs, coordinates ISPs, and liaises with external agencies and local authorities.
- **The Key Person:** Responsible for the daily delivery of the ISP, maintaining accurate records, and fostering a strong relationship with the child's family.

- Nursery Manager: Ensures the setting remains inclusive, monitors the effectiveness of the Graduated Approach, and ensures staff receive appropriate SEND training.

8. Partnership with Parents

We recognise parents as a child's first educators. We ensure:

- Regular information sharing and involvement in all decision-making processes.
- Respect for parents' unique knowledge and views of their child.
- Guidance and signposting to support services (e.g., Local Offer).

9. Safeguarding and Compliance

- Vulnerability: We recognise that children with SEND may be more vulnerable to abuse; all SEND practices align with our Safeguarding and Child Protection Policy.
- Review: This policy is reviewed annually or following updates to the SEND Code of Practice or EYFS Framework.

Policy Authorised By: Nikki McNulty

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