



SEND Policy October 2025

This Policy summarises the nursery's philosophy and practice in recognising the special educational needs and disabilities of children, and how the nursery facilitates these needs with regard to The Children and Families Act (2014), the SEND code of practice: 0 to 25 years (2015) and The Early Years Foundation Stage.

The Nursery's basic philosophy regarding SEND is that all children are individual and have access to equal opportunities. The Nursery's Equal Opportunities Policy has been designed to confront, challenge and eliminate discriminatory practices with respect to helping a child to effectively integrate into the Nursery routines and achieve the best the child possibly can. Mini Morgans recognises that some children may have additional needs that require further, or special, support in order to provide them with opportunities for development and in preparation for compulsory schooling.

SEND is identified within the four Areas of Need:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health;
- Sensory or physical needs.

Within each area the child's Special Education Needs are assessed with respect to the following:

- The physical environment of the nursery;
- Staffing levels, ratios and training requirements;
- The need for external support services.

The Nursery Special Educational Needs Coordinator (SENCo) is Honey Hassan. The SENCo will coordinate strategies, assessments and communications between the nursery, parents and any outside agencies.

The SENCo has access to information the nursery holds relating to any child with identified with SEND or where there are concerns about a learning and development. The SENCo will feedback pertinent information to relevant staff and will, where necessary, give training related to SEND.

The SENCos will keep up to date with any legislation changes, reforms and SEND related toolkits. They will also attend relevant training and local cluster meetings where possible.

Early Identification of SEND may be detected in the following ways to facilitate a graduated response (Assess, Plan, Do, Review) as set out by the Code of Practice (2015):

- Information provided by parents upon entry to the setting
- Baseline assessment of ages & stages, undertaken 2 weeks after entry
- Ongoing high-quality assessment of ages and stages;
- Termly tracking analysis
- The 2 Year Check
- Concerns raised by room staff and key persons working with children.

If there are concerns about a child's learning and development, discussions will be carried out with parents/carers before any further action is taken.

Where SEND is identified reasonable adjustments will be made to meet the needs, wants and values of the child involved, alongside their parents/carers. The following steps are to be made:

- External support and guidance maybe required from the Local Authority with permission from the parents. Meetings with parents should provide support, offer advice, share information and agree next steps.
- The SENCo will deal with parents professionally and honestly regarding the benefits of early intervention and allay any concerns with reference to evidence that supports the case for early intervention.
- Square 1 (DSPL) can be contacted, they remain confidential, observe staff practices and how we can suit the needs of the child in the environment.
- AET Progression Framework will be used to identify needs and create specific targets.
- Targets will be made on and IEP (Individual Education Plan)
- IEP is to be reviewed every 4-6 weeks with SENCO/professionals, key worker and parents.
- If after 2 cycles, a review shows minimal progress has been evident, the SENCO is to make a referral to the Local Authority.

Where the Local Authority Team are involved. Mini Morgans will continue to support the Child and Family:

- Where a Team Around the Family (TAF), or similar, is in place, Mini Morgans will prepare and share all relevant paperwork pertaining to development, progress and submit relevant information where necessary. Mini Morgans will endeavour to be represented at TAF meetings.
- During transitions within the nursery any change in environment or Key Person, will be introduced slowly and in accordance with strategies or differentiations already in place. Information sharing between changing staff members will be overseen by the SENCo.
- In the case of a child transitioning to another setting, the SENCo and Key Person will gather all relevant information and paperwork and complete a Transition Report to be shared with the parents/carers before being passed on to the new setting.
- The nursery will apply for any funding that is available to continue supporting the child's development and ensure it is used in the best interest of the child.