



Special Educational Needs and Disability (SEND) Policy

Angelina's Day Care

1. Policy Statement

Angelina's Day Care is committed to providing an inclusive, nurturing, and supportive environment where all children, including those with Special Educational Needs and/or Disabilities (SEND), are valued, respected, and enabled to achieve their full potential.

We believe that every child is unique and that early identification, high-quality teaching, and strong partnerships with parents and professionals are essential to supporting children's learning, development, and wellbeing.

This policy reflects the expectations of the Early Years Inspection Toolkit (2025), with a strong focus on inclusion, achievement, belonging, and thriving.

2. Legislative and Statutory Framework

This policy is informed by and complies with:

- SEND Code of Practice (0–25 years)
- Statutory Framework for the Early Years Foundation Stage (EYFS)
- Children and Families Act 2014
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- Working Together to Safeguard Children
- Early Years Inspection Toolkit (current)

3. Aims and Principles

Angelina's Day Care aims to:

- Identify SEND as early as possible
- Ensure equal access to learning and care for all children
- Provide high-quality, inclusive teaching as the foundation for all learning
- Work in partnership with parents/carers
- Use a graduated approach to support children's needs
- Liaise effectively with external professionals
- Prepare children for successful transitions
- Ensure children with SEND achieve, belong, and thrive

4. Admissions and Equality

No child will be refused admission on the grounds of special educational needs or disability.



In line with the Equality Act 2010, reasonable adjustments will be made to ensure children with SEND are not disadvantaged and can access the provision safely and meaningfully.

5. Roles and Responsibilities

Special Educational Needs Coordinator (SENCO)

Angelina's Day Care has a designated SENCO/Inclusion Lead, who works closely with the Nursery Manager and is responsible for:

- Coordinating SEND provision across the setting
- Supporting staff understanding of inclusive practice
- Maintaining the SEND register
- Overseeing SEND records and documentation
- Leading the graduated approach (assess–plan–do–review)
- Liaising with parents and external professionals
- Supporting transition planning
- Advising on reasonable adjustments and resources

All Practitioners

All staff are responsible for:

- Knowing children well and identifying emerging needs
- Delivering inclusive, high-quality teaching
- Implementing agreed strategies and plans
- Working closely with parents
- Raising concerns promptly with the SENCO

6. Partnership with Parents and Carers

We recognise parents/carers as key partners in supporting children with SEND.

- Parents are involved at every stage of identification, planning, and review
- Consent is sought before involving external professionals (unless safeguarding concerns apply)
- Review meetings are held at least termly, or more frequently if required
- Parents may request additional meetings at any time

Our Local Offer is available to families and explains how we support children with SEND.

7. The Graduated Approach (Assess – Plan – Do – Review)

Angelina's Day Care follows the graduated approach as outlined in the SEND Code of Practice.



Assess

- Ongoing observations and assessments by key persons
- Discussions with parents
- SENCO involvement where concerns persist

Plan

- Clear outcomes agreed with parents
- Strategies and adjustments recorded (One Plan)
- Roles and responsibilities identified

Do

- Strategies implemented consistently by staff
- SENCO supports and monitors practice

Review

- Progress reviewed at least termly
- Outcomes evaluated and next steps agreed
- Plans updated as required

This approach ensures support is personalised, responsive, and effective.

8. One Planning (Person-Centred Planning)

We use person-centred “One Plans” to support children with SEND.

One Planning focuses on:

- What is important to the child
- What is important for the child
- Strengths, interests, and aspirations
- Clear strategies and outcomes

Plans are developed collaboratively with the child (where appropriate), parents, key person, SENCO, and any involved professionals.

9. External Agencies and Specialist Support

Where additional expertise is required, the SENCO may liaise with:

- Early Years SEND teams
- Health professionals (e.g. speech and language therapy)
- Educational psychologists
- Portage or specialist support services



Information is shared lawfully and securely, with parental involvement unless safeguarding concerns require otherwise.

10. Education, Health and Care Plans (EHCP)

Where a child has significant and persistent needs and is not making expected progress despite targeted support, the nursery will:

- Support parents to request an EHC needs assessment, or
- Contribute evidence where requested by the local authority

The nursery works cooperatively with the local authority and professionals throughout the assessment and review process. An EHCP is recognised as a legal document, and its provision will be implemented as required.

11. Safeguarding and SEND

We recognise that children with SEND may be more vulnerable to harm.

- Safeguarding concerns are managed in line with the ADC Safeguarding & Child Protection Policy
- Information may be shared without parental consent where necessary to protect a child
- SEND support does not replace safeguarding procedures

12. Transitions

Transitions are carefully planned to support continuity and emotional wellbeing.

This may include:

- Transition meetings with parents and professionals
- Sharing records with receiving settings/schools
- SENCO-to-SENCO communication
- Additional visits or visual supports

Children joining ADC with identified SEND will receive enhanced transition support, which may include home visits or additional planning meetings.

13. Record Keeping and Data Protection

- SEND records are maintained by the SENCO and kept securely
- Access is limited to authorised staff only
- Records are shared with parents and professionals where appropriate
- Safeguarding records are stored separately
- Data is processed in line with the ADC Privacy Policy and UK GDPR



14. Training and Professional Development

- The SENCO supports the Manager in planning SEND training
- All staff receive SEND awareness as part of induction
- Ongoing training is accessed through Essex County Council and approved providers
- Training may include autism awareness, speech and language support, inclusive practice, and behaviour as communication

15. Monitoring and Review

This policy is reviewed annually or sooner if legislation or guidance changes. Practice is monitored through supervision, observations, and reflective discussions to ensure high-quality SEND provision.

This policy was adopted on	Signed on behalf of the nursery	Date for review
01/09/2025	Feroza Akter	01/09/2026
<i>Location:ADC/1</i>		