



# 5.0 Supporting Children's Individual Needs (SEND) Policy

---

## Policy Statement:

At The WonderWorks (the company), we provide an environment in which all children, including those with special educational needs, are supported to reach their full potential. All settings within The WonderWorks are fully inclusive, in line with the company *'Valuing Diversity & Promoting Equality Policy'*.

This policy will set out the procedures for how each setting supports children's individual needs and should be used alongside the *'Valuing Diversity & Promoting Equality Policy'* mentioned above, and the company *'Promoting Positive Behaviour Policy'*.

## Overview:

The company:

- has high regard for the SEND Code of practice, 2015
- ensures each nursery provision is inclusive to all children's individual needs, and Special Educational Needs.
- supports parents and children with special educational needs and disabilities (SEND).
- identifies the specific needs of children with special educational needs and meets those needs through a range of SEND strategies.
- works in partnership with parents and other agencies in meeting individual children's needs.
- monitors and reviews all policies, practice, and provision and, if necessary, makes adjustments.
- invests in staff training and development, to ensure staff have up to date and relevant knowledge and skills to support the children within their care.

## Supporting Children with Special Educational Needs and Disabilities- Our Local Offer

Each nursery has a named **SENCO** (Special Educational Needs and Disabilities Co-Ordinator). Each SENDCO oversees the support for children with SEND, ensures appropriate IEP's (Individual Education Plans, Appendix One) are completed on a six-weekly basis. Each **SENCO** keeps a central record of all children receiving SEND support in each setting, which can be found in the SENCO Overview Folder.

The nursery is also committed to promoting positive behaviour. For detailed information, and procedures regarding behaviour management, please see the company '*Promoting Positive Behaviour Policy*'.

The following guiding principles are procedures help to ensure that each child's individual need is met:

- We ensure that the provision for children with special educational needs and disabilities, is the responsibility of all members of the setting.
- We use the graduated response system for identifying, assessing, and responding to children's special educational needs.
- We work closely with parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision, and review of their children's education- with an 'Initial Identified Support' meeting being held before any intervention or support is put in place for a child.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated Curriculum for all children with special educational needs.
- We use a system of planning, implementing, monitoring, evaluating, and reviewing individual educational plans (IEPs) for children with special educational needs.
- We ensure that children with special educational needs and disabilities are appropriately involved at all stages of intervention, taking into account their levels of ability.
- We have systems in place for supporting children, including accessing support from the local authority through the IDO (Inclusion Development Officer).
- We provide resources (human and financial) as necessary.
- When settings need additional support, the nursery SENCO and management team assesses what is needed and together, ensure that support is provided.
- We provide in-service training for parents, practitioners, and volunteers.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g., Individual Education Plan reviews, staff and management meetings, parental and external agency's views, inspections, and visits from the local authority, and by logging and responding to all concerns and complaints. This information is collated, evaluated, and reviewed annually.

- We monitor and review our policy annually.
- We provide links to parents so that they can access wider support and advice through the Local Authority Local Offer pages [The Hertfordshire Local Offer](#)

## **Related Documents/ Forms**

### **SENDCO Role Description**

#### **05.2 SEND Chronological Report**

#### **05.3 SEND Child Overview**

#### **05.4 Initial Identified Support Form**

#### **05.5 Focused Observation**

#### **05.5 IEP**

#### **05.7 SEND Guidance**

#### **05.8 SEND Flowchart**