

SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

Approving Body	Trust
Date of Last Review	December 2025
Statutory (Y/N)	Y
Responsible Officer	BMAT CEO for and on behalf of the Trust

SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY

1. Statement of Policy:

- 1.1. At Busy Beacons we believe that every child should have the best possible learning opportunities and we therefore promote inclusive practice. We recognise that some children have particular needs or disabilities, and we take specific action to support and encourage these children within a caring environment. We enable all children to participate fully in learning activities and experiences by providing a curriculum that responds to the individual development of each child. We work closely with parents and other agencies to monitor the child's progress carefully and provide effective, additional support to meet the child's needs.
- 1.2. Equality of Opportunity, an appropriate curriculum, a variety of teaching and learning styles, parental involvement and timely support to meet the needs of the individual should be integral to the planning of educational provision at the nursery, for all students.
- 1.3. We are committed to ensuring that every student who faces difficult circumstances gets the support that is needed, without stigma or prejudice. All children are equally valued. High standards of behaviour and moral values are set for all whilst appreciating that not all children will already have the ability to meet them.
- 1.4. This policy is in line with the following guidance and documents:
 - SEND Code of Practice: 0-25 years (2015)
 - Statutory Framework for the Early Years Foundation Stage 2024
 - Children and Families Act 2014
 - Equality Act 2010
 - The Special Educational Needs and Disability Regulations 2014
 - Working Together to Safeguard Children 2023
- 1.5. This policy should be read in conjunction with the Redbridge Early Years SEND Support Services (EYSENDSS) which can be found [here](#).

2. Definition of SEND

- 2.1. Special Educational Needs and Disability (SEND): At Busy Beacons Nursery we use the definition for SEN and for disability from the SEND Code of Practice: 0-25 years. This states:
- 2.2. **SEN:** A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she:
 - Has a significantly greater difficulty in learning than the majority of others of the same age.

- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for by others of the same age in mainstream schools.

2.3. **Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.’

2.4. The Code of Practice (2015) does not assume that there are hard and fast categories of special educational need, but recognises those children’s needs and requirements fall into four broad areas:

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

2.5. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, difficulty, disability, attainment levels and background.

3. **Aims**

Busy Beacons Nursery aims to provide an inclusive and supportive environment for all children, and to give them meaningful access to the Early Years Foundation Stage (EYFS) framework. The aims of this policy and practice in our Nursery are:

- To ensure that all pupils, whatever their special educational needs or disability, receive appropriate educational provision through a broad and balanced curriculum that is relevant and adapted, and that demonstrates coherence and progression in learning
- To use our best endeavours to make sure that a child with SEND gets the support they need
- To ensure that the Special Educational Needs of children are identified as early as possible, assessed, planned, provided for and reviewed termly.
- To reduce barriers to learning and progress so that every child is enabled to experience success
- To ensure that children with SEND engage in activities in the Nursery alongside pupils who do not have SEND
- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and environment
- To identify the roles and responsibilities of all staff in providing for children’s SEND.
- To work in partnership with parents and carers to ensure they are involved and able to contribute at every stage of planning the support needed to meet their child’s needs

- To work in cooperation and partnership with other outside agencies and professionals to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

4. Ethos

The key values and beliefs which underpin the SEND Policy are:

- Equal value and respect for all
- Equal opportunities for all.
- Recognition of individual differences with regard to young people with special educational needs
- The development of skills for life through the provision of appropriate learning opportunities
- A constant search for improvement in the progress made by SEND students
- Commitment to both the spirit and statutory requirements of legislation, including partnership between students, parents/carers and professionals.

5. Objectives

This policy describes the way we meet the needs of children who experience barriers to their learning and the steps we take to remove those;

- To ensure the SEN Code of Practice (2015) and the Equality Act (2010) are implemented effectively across the Nursery;
- To ensure equality of opportunity and to eliminate prejudice and discrimination against young people with special educational needs;
- To continually monitor the progress of all students, to identify needs as they arise and to provide support as early as possible;
- To provide full access to the EYFS curriculum through adaptive planning and provision by Nursery Managers, SENCO, and Nursery staff as appropriate
- To provide specific input, matched to individual needs, in addition to adapted curriculum provision, for those students recorded as having SEND
- To ensure that students with SEND are perceived positively by all members of the Nursery community, and that SEND and inclusive provision is positively valued and supported by staff and parents/carers;
- To involve parents/carers at every stage in plans to meet their child's special educational needs;

6. Roles & Responsibilities

Manager

- The Manager is responsible for ensuring that there is a qualified practitioner designated as Special

Educational Needs Coordinator.

- The Manager, in cooperation with the SENCO, is responsible for determining the policy and provision for children with SEND.
- The Manager works closely with the SENCO within the Nursery to ensure the implementation of this Nursery policy and that it is monitored.

The Special Educational Needs Coordinator (SENCO)

- The designated SENCO for Busy Beacons Nursery is Chante Oduwole.
- The SENCO is responsible for ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEN.
- The SENCO is responsible for leading and coordinating the 'graduated approach' as set out below, working with and supporting individual practitioners in the setting
- The SENCO should advise and support colleagues. Our SENCO will assist the Manager with regular training and updates to practitioners on matters regarding SEND provision.
- The SENCO must ensure parents are closely involved throughout and that their insights inform action taken by the setting.
- The SENCO is responsible for liaising with professionals or agencies beyond the setting.

Key people – Early Years Practitioners

- Key people are responsible for including and supporting pupils with SEND in the Nursery environment in line with this policy.
- Key people are responsible for providing appropriate adaptation and access to the EYFS curriculum for all children with SEND. They can draw on the SENCO for advice on assessment and strategies to support inclusion.

7. Early Identification

- 7.1 It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.
- 7.2 Information about a child's learning and development is collected from a range of people prior to a child starting at Busy Beacons to help build up a complete picture of the child and identify at the earliest opportunity any particular needs or difficulties that a child may have. These sources of information can include:
- Parents at stay and play sessions
 - Pre-schools and playgroups on setting/transition visits
 - Health visitors and other professionals
 - Children's Nursery team

8. Implementing the Graduated Approach

- 8.1 Implementing the Graduated approach In line with the requirements of the code of practice we use the graduated approach. This consists of four stages of action: assess, plan, do and review.
- 8.2 It forms a good basis for reflective practice and developing high quality teaching. If practitioners/key persons in consultation with parents/carers conclude that a child may need additional support to help them progress, staff should seek the help of the SENCO.
- 8.3 The SENCO and colleagues will collect all known information about the child and seek additional information from the parents/carers. This information will help the key person and SENCO formulate a detailed plan to meet the needs of the individual child.
- 8.4 The SEND Code of practice requires us to implement a person centred approach to assessment and planning. This is called 'One Planning'. It is a continual process of listening and learning about what is important TO and FOR the child. This is put together with the child, family, SENCO, keyperson and any other relevant professionals working together to make it happen. Our plans are reviewed and updated in line with the agreed date.
- 8.5 The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the practitioner and the Nursery Manager in partnership with the SENCO, working with the child's parents and taking into account the child's views.
- 8.6 External support services will advise on learning outcomes for a child and provide specialist input to support the process if required.
- 8.7 **Education, Health and Care Plans (EHC Plan):** Where, despite the Nursery having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, we will consider requesting an Education, Health and Care needs assessment. This will be done with the knowledge and agreement of the child's parent.
- 8.8 During the course of an EHC needs assessment, the local authority has a duty to gather advice from relevant professionals about the young person's education, health and care needs, desired outcomes and special educational, health and care provision that may be required to meet the identified needs and achieve desired outcomes. The Nursery will cooperate with the local authority in this, by providing the requested advice and information.

9. Partnership with Parents/Carers

- 9.1 Partnership with parents/carers plays a key role in enabling children with SEND to achieve their potential. We do this by:
- Fully involving our parents/carers in all aspects of their child's development and obtain permission with a consent form for us to be able to contact the relevant professionals to assist and advise us on the best support for their child/children.
 - Ensuring parents/carers are part of review meetings for their child's development termly and any additional meetings required to help support the parent will always be available with our **Head of Nursery** and/or the child's key person. Any concerns or queries can be made at anytime.
 - Encouraging families to be actively involved in relevant training/planning appropriate to their child's needs.
 - Promoting mutual respect as the basis for communication between the academy and families. This should include sensitivity to family needs, desires and understanding.

- Developing and promoting open, honest and effective means of communication about the needs of young people who have SEN/disabilities.

10. Admission arrangements

All children regardless of their SEND are welcome to apply for a place at our Nursery, in line with our admissions policy. As stated in our admissions policy, priority is given to those children with an EHC plan as we have a duty to admit a child if we are named as the educational setting in their EHC plan.

11. Transition

The SEN support we provide at Busy Beacons will include planning and preparing for transition into another setting or school. This will include a review of the SEN support being provided or the EHC plan. To support the transition, information will be shared with the receiving setting or school, with parental permission.

12. Record Keeping

The nursery maintains a record of all children in its care as required under the EYFS framework. The nursery will record the steps taken to meet children's individual needs. The Manager will maintain records about their children which will be made available to parents/carers. These records will include how the setting supports children with SEN and disabilities; it will also store all reports and documents from other professionals about the individual children.

13. Complaints procedure

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with their child's keyperson in the first instance. Anyone who feels unable to talk to their child's keyperson, or is not satisfied with the keyperson's comments, should ask to speak to the SENCO or Manager. In the event of a formal complaint parents should follow the procedure in the Nursery's complaints policy.

14. Policy Review

- This policy will be reviewed annually, and any proposed changes will be reported to the CEO, Trustees and Nursery staff.
- This policy for SEN will be made available and accessible to parents/carers, colleagues and all stakeholders.