

## Special Educational Needs (SEN) Policy



At Sandcastle Nursery and Preschool Ltd, we believe that every child deserves the best possible learning opportunities. We are committed to promoting inclusive practice and supporting children with special educational needs and/or disabilities (SEND) within a nurturing, caring, and stimulating environment.

We recognise that some children may require additional support to reach their full potential, and we take specific, proactive steps to encourage and accommodate these children as individuals.

### Inclusion and Curriculum

We provide a broad and balanced curriculum that responds to each child's individual development. We ensure that all children can fully participate in learning experiences by adapting provision where needed.

For children with SEND joining the setting, we will:

- Create an **Individual Education Plan (IEP)** prior to their start date.
- Offer an optional **home visit** to complete the IEP and "All About Me" forms.
- Implement routines and support structures tailored to meet their individual needs.

### Working in Partnership

We work closely with parents, carers, and other professionals to monitor and support each child's progress. This collaborative approach ensures consistency between nursery and home life.

Our **SENCO (Special Educational Needs Co-ordinators), Cassy and Jasmine**, works alongside key persons to support staff and families. The SENCO will:

- Meet with families to offer guidance and develop IEPs.
- Review children's targets every three months.
- Attend external training and work closely with the Local Authority SEND team if further support is required.

All staff are made aware of this policy and refer to the **SEND Code of Practice (2015)** to ensure statutory duties and local procedures are followed.

### Supporting Development

We use the following tools to identify and support children with SEND:

- **ECAT (Every Child a Talker):** Speech and language assessments reviewed every two months.
- **WellComm Toolkit:** Used to assess and support children's communication and language. These assessments are shared with parents and reviewed every 6–8 weeks.

If a child is found to be working below age-related expectations, we monitor and support their development with targeted interventions. IEPs are created in partnership with parents and regularly reviewed. All children are tracked against the **Early Years Outcomes**, and staff are trained to identify developmental delays early.



## Documentation and Consent

- Written **parental consent** will be obtained before involving external agencies or completing assessments.
- All documentation is stored securely and confidentially.
- External reports (e.g. speech & language, occupational therapy) are read and signed by the SENCO, key person, and room staff before being filed appropriately.

## Staff Responsibilities

- All practitioners are trained to identify early signs of SEND and know when to seek support.
- The SENCO ensures effective IEP planning and liaison with outside agencies.
- All practitioners share responsibility for implementing IEP strategies in daily routines.

## Transitions

We ensure smooth transitions for children with SEND by:

- Sharing all relevant documentation with the next setting or school.
- Supporting parents with transition planning and offering advice.
- Liaising with receiving schools and settings to promote continuity of care and education.

## Equal Access

All children, regardless of their needs or abilities, are encouraged to take part in nursery activities. Adaptations will be made to ensure every child can participate meaningfully and safely.

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This policy reflects our commitment to removing barriers, embracing diversity, and helping every child reach their full potential in a setting where they feel safe, valued, and supported.

