Supporting children with special educational needs (SEND)

At St Augustine's Nursery, we provide an inclusive environment where **all** children, including those with special educational needs and/or disabilities (SEND), are supported to reach their full potential. We are committed to identifying children's needs early and working in partnership with parents and professionals to ensure every child is supported to thrive.

Aim

We recognise that children develop in different ways and at different rates. When planning our curriculum and daily practice, we consider the individual needs of each child to ensure all children can access learning opportunities.

We aim to:

- Provide a curriculum that is accessible to all children
- Identify children's additional needs as early as possible
- Put appropriate support, strategies and interventions in place
- Work closely with parents and relevant professionals

Early Identification and Assessment

- Some children may need additional support to access the curriculum.
- We monitor children's development through regular observation and assessment using the Assess, Plan, Do, Review cycle.
- We recognise the importance of early identification of SEND, particularly in the early years.
- We carry out the statutory two-year progress check and share a written summary with parents. This is completed by the child's key person who knows them well.
- If progress is less than expected, we work in partnership with parents to agree next steps and additional support where needed.

The Child's Voice

We believe children should be involved in decisions that affect them, in ways appropriate to their age, development and communication style.

We support children to express their views through:

- Observation and play
- Choice-making and interests
- Communication aids such as Makaton, symbols or pictures
- One-page profiles where appropriate

This reflects the United Nations Convention on the Rights of the Child, which states that children have the right to express their views and have them taken into account.

Working with Other Professionals

We are committed to a multi-disciplinary approach and work closely with health, education and social care professionals where appropriate. We actively support children and families and contribute to Team Around the Child (TAC) meetings and other planning processes.

Reasonable Adjustments

In line with the Equality Act 2010 and the SEND Code of Practice, we make reasonable adjustments to our environment, provision and practice to meet the needs of individual children with SEND.

Examples may include:

- Specialist equipment (e.g. standing frames, raised boards)
- Adaptations to activities or routines
- Changes to the physical environment

Designated SEND Lead

The Special Educational Needs Co-ordinator (SENCO) is **Juliet Corr**.

The SENCO works alongside the management team and has a key role in coordinating SEND provision across the setting.

Role of the SENCO

The SENCO is responsible for:

- Supporting staff to meet children's needs in line with the SEND Code of Practice (0–25)
- Advising staff on appropriate strategies and interventions
- Identifying staff training needs and promoting professional development
- Coordinating meetings such as:
    - Settling-In Reviews (SIR)
    - Team Around the Child (TAC)
    - Short Term Plans (STP)
    - SEN Support Plans (SSP)
    - Education, Health and Care Plans (EHCP)
    - Transition Plans (TP)
- Reviewing plans regularly (usually every eight weeks)
- Keeping confidential records securely in line with UK GDPR

Staff Roles and Responsibilities

All staff are responsible for meeting the needs of children with SEND.

The SENCO:

- Supports staff
- Shares relevant information and strategies
- Coordinates SEND provision across the setting

Some staff have additional skills, such as:

- Using Makaton
- Supporting children with Autism Spectrum Condition (ASC)
- Using visual supports

How We Support Children with SEND

- All children are offered a six–eight week settling-in period, with flexibility where needed.
- Children's needs are identified through observation and partnership with parents.
- Progress is monitored using the Assess, Plan, Do, Review cycle.
- Staff are supported to differentiate the curriculum.
- Provision is adapted where needed to ensure access (e.g. adjusting activity heights for example a water or sand play tray).

- We work closely with partner agencies and support referrals where appropriate, including Early Help Assessments (EHA) and Education, Health and Care Needs Assessments (EHCNA).

SEND Funding

We may apply for Early Years SEND funding to support individual children, for:

- Short-term targeted interventions
- Specialist equipment

We ensure:

- Curriculum planning meets the childs individual needs
- Short-term plans are used to address specific SEND targets
- Additional support and resources are provided where needed

At St Augustine's Nursery we recognise the importance of observing all children on a regular basis, and we use our observations to inform curriculum planning. We plan for individual children with special educational needs so that they are able to access the curriculum fully, in a way that is appropriate to their stage of development and age.

Some ways we do this are:

- Ensuring that a child with a physical disability has some adult support but not intrusive support when using the climbing frame.
- One-to-one adult support for 10 minutes during a session to support turn-taking and sharing. We then evaluate our planning to ensure that children are able to fully access the broad and balanced curriculum we provide.
- Having an additional adult to support during key times of the day when children might find a transition, activity or attention difficult for example.

Inclusive Practice

All children with SEND are full members of our setting and have access to:

- The environment
- Resources
- Staff
- Activities

Inclusive practice includes:

- Using Makaton and visual timetables with all children
- Using persona dolls to explore differences and challenge stereotypes
- Providing appropriate adult support without limiting independence

Concerns and Complaints

We recognise that SEND concerns can be sensitive.

Parents are encouraged to raise concerns with:

- Their child's key person
- The SENCO
- A senior manager

We aim to resolve concerns through discussion and partnership. If concerns are not resolved, they will follow the setting's formal complaints procedure.

Staff Training and Continuous Professional Development

- Staff training needs are reviewed annually
- SEND training is included in induction for new staff
- The SENCO maintains an action plan for SEND professional development

Working in Partnership with Parents

We value parents as experts on their child and work closely with them through:

- An open-door policy
- A key worker system
- Regular communication and review meetings
- Involvement in planning, one-page profiles and transitions

Links with Other Settings and Agencies

We work with:

- Children's Centres
- Health professionals
- Speech and language therapy
- Educational psychology
- Voluntary organisations
- Local primary and special schools

Transitions

We support smooth transitions by:

- Completing Early Years to Primary Transition documents
- Holding transition planning meetings
- Arranging visits to new settings
- Sharing relevant records securely

Guidance taken from:

The Special Educational Needs Code of Practice (2015)
SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk)

The Statutory Framework for the Early Years Foundation Stage
EYFS Framework

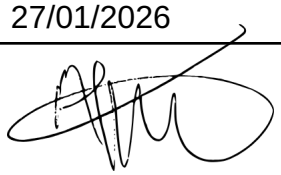
Equality Act (2010)
Equality Act 2010: guidance - GOV.UK (www.gov.uk)

For further information and advice contact:

The Islington Area SENCO Team 020 7527 5529

Policy Review

This policy will be reviewed annually or sooner if legislation or guidance changes.

This policy was adopted at a meeting of	**St. Augustine's Nursery**
Held on (date)	27/01/2026
Signed on behalf of the Management Committee/Proprietor	
Role of signatory (e.g. chairperson etc.)	Acting Chair - Abbie White