Special Educational Needs and Disability (SEND) Policy

Current version approved by Manager	**May 2026**
Current version approved by Board	**June 2026**
Review of policy	**As and when required, this policy will be reviewed and updated**

1. Policy Statement

At the Pavilion Day Nursery (the 'Nursery'), we are committed to delivering an inclusive, ambitious, and high-quality early years provision where all children, including those with Special Educational Needs and Disabilities (SEND), are supported to achieve their full potential.

Our practice is underpinned by the Children and Families Act 2014, the SEND Code of Practice, and the statutory framework for the Early Years Foundation Stage (EYFS 2025).

We ensure that:

- Children's needs are identified early and accurately
- Staff respond swiftly with targeted, evidence-informed support
- Barriers to learning are reduced and progress is evident over time.

2. Personnel

Lead SENCO: Amy Atkin

Amy Atkin leads SEND provision across the Nursery and ensures statutory compliance and high-quality practice. As the Lead SENCO, she:

- Drives inclusive practice and high expectations for all children
- Monitors the impact of provision through robust assessment systems
- Provides coaching, guidance, and support to staff
- Liaises with parents, professionals, and the Local Authority
- Maintains accurate, detailed SEND records and evidence of impact.

Manager/Leader: Sarah Tuman

Sarah Tuman holds overall accountability for the quality of education and SEND provision. As the Manger, she:

- Ensures staff are effectively trained and supported
- Monitors teaching, learning, and inclusion through supervision and observation
- Evaluates the effectiveness of SEND provision and drives improvement.

3. Procedures

At the Nursery, we prioritise **high-quality teaching for all children**, recognising this as the most effective support for children with SEND.

We ensure:

- A well-sequenced, ambitious, and inclusive curriculum
- Staff have strong knowledge of child development and SEND
- Interactions are responsive, purposeful, and promote communication and language
- The environment and provision are adapted to remove barriers to learning.

Targeted interventions are used to complement, not replace, high-quality teaching.

We implement a rigorous **Assess–Plan–Do–Review** cycle:

- **Assess:** Accurate identification through observation, assessment, and professional discussion.
- **Plan:** Individualised plans with clear, measurable outcomes.
- **Do:** High-quality teaching and targeted support.
- **Review:** Regular evaluation of progress and timely adjustments.

Leaders monitor this process to ensure consistency, impact, and accountability.

Where children require support beyond ordinarily available provision, we follow statutory processes under the Children and Families Act 2014.

We demonstrate strong practice by:

- Gathering clear, detailed evidence to support EHCP requests
- Working in close partnership with parents throughout the process
- Ensuring provision specified in EHCPs is delivered consistently
- Contributing high-quality, impact-focused reports to reviews.

EHCPs are reviewed regularly, and provision is adapted in response to outcomes.

We build **strong, respectful, and effective partnerships with parents** by:

- Maintaining open and regular communication
- Involving parents in all stages of assessment, planning, and review

- Sharing clear information about progress and next steps
- Supporting access to additional services and advice

We work proactively with external professionals to provide a **joined-up approach**, including:

- Speech and language therapists
- Educational psychologists
- Health visitors and paediatric services
- Early Years SEND advisory teams.

Advice is implemented consistently and monitored for impact

We work closely with Surrey County Council and actively use Surrey's Local Offer: https://www.surreylocaloffer.org.uk

We also signpost families to: SEND Information, Advice and Support Service for impartial advice and support

To ensure high standards and strong outcomes, we:

- Track children's progress over time, demonstrating clear impact
- Evaluate the effectiveness of interventions and adapt provision accordingly
- Monitor staff practice through observation, supervision, and coaching
- Maintain detailed records that evidence progress, support, and decision-making

Leaders can clearly articulate:

- What support is in place
- Why it is in place
- How it improves outcomes for children

We promote a fully inclusive environment where all children are valued. Reasonable adjustments are made proactively to ensure every child can participate fully in Nursery life.

All information is handled in accordance with data protection requirements and shared only with relevant professionals and with parental consent.

4. Legal frameworks

- The Children and Families Act 2014
- The Children Act 1989, 2004 and 2006
- Human Rights Act 1998 and amendments 2000, 2001, 2004, 2005
- Education Act 2011
- Special Educational Needs and Disability Code of Practice (2015)
- Race Equality Act 2010
- Statutory Framework for the Early Years Foundation Stage 2025

5. Useful resources and websites

- Special educational needs and disabilities; a guide for parents and carers (2014) - www.gov.uk/government/publications/send-guide-for-parents-and-carers
- Special educational needs and disabilities in early years
- Centre of Accessible Environments - www.cae.org.uk
- Information and publications about the Equality Act 2010
- www.gov.uk
- www.education.gov.uk
- Mencap - www.mencap.org.uk
- Family voice - www.familyvoicesurrey.org
- Additional funding for SEND
- Children's centres
- SEND changes 2014