



Special Educational Needs and Disability Policy

May 2025

This policy has been created with regard to:

- The SEND Code of Practice 2015
- Children and Families Act 2014 (Part 3)
- Equality Act 2010
- Working Together to Safeguard Children (2018) – last updated 2022
- Statutory Framework for the EYFS

The nursery has regard to the statutory guidance set out in the Special Educational Needs and Disability code of practice (DfE 2015) to identify, assess and make provision for children's special educational needs.

At YMCA Childcare we use the SEND Code of Practice (2015) definition of Special Educational Needs and Disability:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person 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, or*
- *Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.*

Statement of Intent:

We recognise that all children are unique, and our skilled practitioners and SENDCo (Special Education Needs and Disabilities Co-ordinator) will support children's individual needs. We are committed to the inclusion of all children at our nursery. We ensure all children are cared for and educated to develop to their full potential alongside their peers through positive experiences. We enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual





Special Educational Needs and Disability Policy

May 2025

needs and we work hard to ensure no child is discriminated against or put at a disadvantage as a consequence of their needs. Each child's needs are unique and we do not attempt to categorise children.

We are committed to working in partnership with parents in order to meet each child's individual needs and develop to their full potential. We are committed to working with any child who has a special educational need and/or disability and making reasonable adjustments to enable every child to make full use of the nursery's facilities. All children have a right to a broad and well-balanced early learning environment.

Method

As a setting, YMCA Childcare will:

- Ensure we continuously consider the views of the children and their family
- Enable children and parents to participate in decision-making
- Ensure that all children are treated as individuals/equals, and that they are supported to take part in every aspect of the nursery day according to their abilities and individual needs
- Liaise with other professionals, partners in education, health and social care to provide support
- Identify the needs of the children through frequent observations and 6 monthly assessments (assessments will be completed 3 monthly if a child receives additional SEN support).
- Ensure our practitioners are well informed, suitably trained and confident in being able to support children and parents
- Make high quality provision, where the learning environment is aspirational, broad, and well balanced to meet the individual needs of all children, and providing differentiated activities to meet these needs of a child
- Focus on inclusive practices and removing barriers to learning, and adapt the physical environment where necessary to ensure it is suitable for all children
- Help children and young people prepare for adulthood
- Challenge inappropriate attitudes and practices
- Ensure that children who are learning at an accelerated pace (developing at a rate that is higher than their expected age) are also supported to continue developing at this rate.
- Encourage children to value and respect each other.





Special Educational Needs and Disability Policy

May 2025

Initial Concerns

Staff who may initially have concerns about a child in the setting will inform the SENCO. Staff will then observe the child regularly to gather evidence for possible future discussions with parents or outside agencies.

Information regarding settings Special Educational Needs Co-ordinators and deputies is displayed at each setting.

Roles of the SENDCO

- Ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND
 - Advising and supporting colleagues
 - Ensuring parents are closely involved throughout and that their insights inform action taken by the setting
 - Liaising with professionals or agencies beyond the setting
 - Taking the lead in implementing the graduated approach and supporting colleagues through each stage of the process.
-
- We will:
 - Designate a named member of staff to be the SENDCO and share their name/role with all staff and parents
 - Have high aspirations for all children and support them to achieve their full potential
 - Develop respectful partnerships with parents and families
 - Ensure parents are involved at all stages of the assessment, planning, provision and review of their child's care and education and include the thoughts and feelings voiced by the child, where possible/appropriate
 - Signpost parents and families to our Local Offer in order to access local support and services
 - Undertake formal Progress Checks and Assessments of all children in accordance with the SEND Code of Practice January (2015) / statutory framework for the EYFS (2024)
 - Ensure that the provision for children with SEND is the responsibility of all members of staff in the nursery through training and professional discussions
 - Set out in our inclusive admissions practice on how we meet equality of access and opportunity
 - Make reasonable adjustments to our physical environment to ensure it is, as far as possible suitable for children and adults with disabilities using the facilities





Special Educational Needs and Disability Policy

May 2025

- Provide a broad, balanced, aspirational early learning environment for all children with SEND and differentiated activities to meet all individual needs and abilities
- Liaise with other professionals involved with children with SEND and their families, including transition arrangements to other settings and schools. (See our transitions policy).
- Use the graduated response system to assess, plan, do and review to ensure early identification of any SEND
- Ensure that children with SEND and their parents are consulted at all stages of the graduated response, taking into account their levels of ability
- Review children's progress and support plans with parent and key person every 8 weeks or more frequently if required and work with parents to agree on further support plans
- Provide privacy of children with SEND when intimate care is being provided
- Raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- If necessary, and where possible specialist funding will be accessed to ensure that the children in our care have safe and inclusive access to our setting and our activities
- Ensure the effectiveness of our SEND provision by collecting information from a range of sources e.g. additional support reviews, Education, Health and Care (EHC) plans, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually
- Provide a complaints procedure and make available to all parents in a format that meets their needs e.g. Braille, audio, large print, additional languages
- Monitor and review our policy and procedures annually.

Identifying SEND in children for whom English is an additional language (EAL)

We understand that identifying and assessing SEND for young children whose first language is not English requires particular care. We look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEND.

Admission Arrangements for children with SEND

It is our intention to ensure that all families within our community have access to the setting through open, fair and clearly communicated procedures (See Admissions Policy) and that it adheres to the admission policy of the Local





Special Educational Needs and Disability Policy

May 2025

Education Authority and endeavours to provide appropriate support for children with a range of special educational needs.

Before a child starts with us, the SENDCO and key person will have meetings with the parents and professionals involved to ensure that we are fully meeting the child's individual needs before the child begins their first session with us.

Upon starting nursery with us, we ensure that all children are offered a positive transition process to ensure joining nursery is as smooth as possible, we achieve this by working in partnership with the child's parents and family.

When children transition from YMCA Childcare to another nursery or school, we will also work closely with the new education provider to ensure they are aware of the full individual needs of the child.

Graduated Approach

If a child in our setting is not making expected progress, it may be necessary that we use alternative approaches to learning. This involves operating a Graduated Response system which involves four steps:

1. Assess – Once it has been highlighted that a child may need extra support, we will carry out an assessment of the child's needs, with input from the parents and the setting SENDCO. From these outcomes, we will discover the strengths and difficulties facing the child.
2. Plan – alongside parents, key persons and setting SENDCO, we shall create a plan to target these difficulties. This plan will include the outcomes, interventions planned, the support to be put in place, the expected impact on progress, development or behaviour and a clear date for review. Parents will be involved in planning support and where appropriate, in reinforcing the provision or contributing to progress at home.
3. Do – An early year's practitioner, usually the child's key person, will be responsible for working with the child on these targets and overseeing the implementation of the plan. The SENDCO will support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.
4. Review – the plan and its implementation will be reviewed on a regular basis with the parents and its final review will be on the agreed date. The impact and quality of the support should be evaluated by the practitioner and the SENDCO working with the child's parents and taking into account the child's





Special Educational Needs and Disability Policy

May 2025

views. Next steps will then be created as to whether the target is adapted or changed.

These four steps will be repeated with increasing detail and frequency, to identify the best way of securing good progress. If the Graduated Response recognises that there is a possibility of special educational need, where necessary, with parental permission, staff will draw support from specialists. These may include

- Health visitor
- Referrals to outside agencies including speech therapists, paediatricians, educational psychologists etc.
- Support from the Early Years Team or Local Authority support services for advice or equipment.

Education, Health and Care Plans (EHCP)

If we have taken relevant and purposeful action to identify, assess and meet the special education needs of the child and the child has not made expected progress, we will consider requesting an Educational Health Care Needs Assessment, which may then lead to an Educational Health Care Plan.

We will work in partnership with parents and the Early Years Team when applying for an EHCP and work in conjunction with parents by arranging parent consultations.

When completing an EHC Needs Assessment, the local authority will take into account a wide range of evidence, including;

- evidence of the child's developmental milestones and rate of progress
- information about the nature, extent and context of the child's individual SEND needs
- evidence of the action already being taken by us as the early years provider to meet the child's SEND
- evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- evidence of the child's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

If an EHCP is already in place, we will follow the targets set on this and assess our plans on a regular basis. When the EHCPs are updated and changed, we will change our provision to meet the new targets.





Special Educational Needs and Disability Policy

May 2025

If necessary, we will seek funding or borrow specialist equipment such as graded resources, sensory equipment, differentiated play equipment or learning activities so that we can follow the plan set on the EHCP.

We will review and implement advice given by professionals via reports and visits to the setting in relation to the terms of the EHCP.

Links with other Early Years Settings

- If any children in our setting attend more than one setting, we will endeavour to establish a link, to ensure that we have common approaches to meeting the child's needs.
- Links will only be made with parental consent and the confidentiality policy will be adhered to at all times (see confidentiality policy)
- Transitioning children who are due to move to another setting will have their learning journey information sent to the new setting to ensure a smooth transition for the children and family. This will also be shared with parents.

For children with SEND, transitional meetings will take place. This will include staff from the new setting, the parents and the child's key worker to share IEPs, approaches, One Page Profiles, EHCPs and any other relevant documentation.

General Data Protection Regulation (regulation (EU) 2016/679 (GDPR) Compliance)

In order to meet our requirements under GDPR, we will undertake the following:

- We will ensure our consent notices are easily accessible and made available in accurate and easy to understand language.
- We will only use this data if we have gained consent and we will not share or use this data for other purposes than those agreed when consent was gained.
- Everyone in our setting understands that people have the right to access their records or have their records amended or deleted at any time upon request (subject to laws and regulations).





Special Educational Needs and Disability Policy

May 2025

This policy was reviewed on:	Reviewed by:	Date for next review:
08.05.2025	K. Streater	07.05.2026
Signed on behalf of YMCA Trinity Group:	A.Spence	

