



Pre-School and Nursery

SEN & Disability **Policy**

Approved by: Nick Gregory, Owner

Signed:

Date: 01st April 2025

Review Date: 01st April 2026

Special Educational Needs and/or Disability Policy

Intent

We provide an environment in which all children are supported to reach their full potential.

Aims

- We have regard for the DFES Special Educational Needs Code of Practice
- We include all children in our provision.
- We provide practitioners to help support parents and children with special educational needs and/or disabilities.
- We identify the specific needs of children with special educational needs and/or disabilities and meet those needs through a range of strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.

Methods

- We monitor and review our SEND children and their support and recorded and retain information on our LIVE secured computer file, all hard copies are retain in separate document file for ease of viewing.
- We designate a member of staff to be Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents.
- We produce ILP's to showing how we provide / support our SEND children.
- We ensure that the provision for these children is the responsibility of all members of the setting, and a clear understanding of their needs to related to all staff through one to one with SENCO and staff meeting where these children's needs are discuss.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We ensure that our physical environment is as far as possible suitable for children with disabilities and commit to make reasonable adjustments where possible.
- We work closely with parents to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision, and review of their children's education through tapestry.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with the children and their families, including transition arrangements to other settings and schools.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs and/or disabilities.
- We provide a broad and balanced curriculum for all children.
- We provide a differentiated curriculum to meet individual needs and abilities.
- We use a system of planning, implementing, monitoring, evaluating, and reviewing individual educational plans (IEPs), ensuring these are done every 4-6 weeks.
- We ensure that children are appropriately involved at all stages of the graduated response, taking into account their levels of ability.

- We use a computer programme for storing records of the assessment, planning, provision and review for children development called Tapestry. Tapestry will up-dated parents / carers straight away of any changes or new observation on their child and give the parent/ carer the ability to add further comments or add their own observations.
- We provide resources (human and financial) to implement our policy.
- We ensure the privacy of children when intimate care is being provided.
- We ensure the effectiveness of our provision by collecting information from a range of sources e.g., EP reviews, staff and management meetings, parental and external agencies views, inspections, and complaints. This information is collated, evaluated and reviewed annually.

This policy was adopted by Little Munchkins on 01/06/2025

Signed on behalf of Little Munchkins:

Nick Gregory, Owner

Next review date: 01/06/2026