

030: Special Education Needs and Disability (SEND) Policy

Statement of Intent

Bright Beginnings is committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside each other through positive experiences, to 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 needs.

The Centre believes that all children have a right to experience and develop alongside their peers no matter what their individual needs. Each child's needs are unique, therefore any attempt to categorise children is inappropriate.

The Centre is committed to working alongside parents to provide for their child's needs to enable us to help the child develop to their full potential. The centre is committed to working with any child who has a special need and/or disability to enable every child to make full use of the Centre's facilities. All children have a right to a broad and well-balanced early learning environment.

We feel it is paramount to find out as much as possible about a particular child's condition and the way that may affect his/her early learning or care needs by:

- Liaising with the child's parents
- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority/professionals
- Regularly monitoring observations carried out on the child's development.

All children will be given a full settling in period when joining the Centre according to their individual needs.

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Aims

We will:

- Include all children and their families in our provision
- Provide well-informed and suitably trained practitioners to help support parents and children with learning difficulties and/or disabilities.
- Develop and maintain a core team of staff who are experienced in the care of children with additional needs and employ a Special Educational Needs Co-ordinator (SENCO) who is experienced in the care and assessment of children with additional needs.
- Recognise each child's individual needs and implement reasonable adjustments to ensure the child's needs are met
- Work in partnership with parents and other agencies in order to meet individual children's needs, including the child's health visitor, health and education authorities, and seek advice, support and training where required.
- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed.
- Ensure that all children are treated as equals and are encouraged to take part in every aspect of the day according to their individual needs and abilities.
- Promote positive images and role models during play experiences of those with additional needs wherever possible.
- Celebrate diversity in all aspects of play and learning.

Methods

We will:

- Designate a member of staff to be Special Educational Needs Co-ordinator (SENCO) and share his/her name with parents.
- Advertise our SEND Support Offer on our website showing how we provide for children with learning difficulties and/or disabilities and share this with staff, parents and other professionals.
- Provide a broad and balanced early learning environment for all children with learning difficulties and/or disabilities.

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- Ensure that the provision for children with additional needs, learning difficulties and/or disabilities is the responsibility of all members of staff in the centre.
- Ensure that our inclusive admissions practice includes equality of access and opportunity.
- Ensure that our physical environment is as far as possible suitable for children and adults with disabilities.
- Work closely with parents of children with additional needs, learning difficulties and/or disabilities to create and maintain a positive partnership.
- Ensure that parents are informed at all stages of the assessment, planning, provision and review of their child's education.
- Provide parents with information on sources of independent advice and support.
- Liaise with other professionals involved with children with learning difficulties and/or disabilities and their families, including transfer arrangements to other settings and schools.
- Use the graduated approach for identifying, assessing and responding to children's special educational needs and review any targets set regularly and hold review meetings with parents.
- Ensure that children with additional needs, learning difficulties and/or disabilities are consulted at all stages of the graduated response, taking into account their levels of ability.
- Provide differentiated activities to meet all individual needs and abilities.
- Use a system for keeping records of the assessment, planning, provision and review for children with learning difficulties and/or disabilities.
- Provide resources (human and financial) to implement our SEND policy.
- Ensure the privacy of children with learning difficulties and/or disabilities when intimate care is being provided.
- Provide in-service training for practitioners and volunteers.
- Raise awareness of any specialism the setting has to offer, e.g. Support for EAL Learners, etc.
- Ensure the effectiveness of our SEND provision by collecting information from a range of sources e.g. 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 annually.



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Special Educational Needs and Disabilities Code of Practice 2015

The SEND Code of Practice 2015 requires the Centre to carry out our statutory duties to identify, assess and make provision for children's special educational needs and disability adopting a graduated approach with effective parental partnership.

Our Centre Special Education Needs Co-ordinator (SENCO) works closely with all staff to make sure there are systems in place to observe, plan, implement, monitor, review (a graduated response) children's development making sure plans and records are shared with parents. As a Centre we review the SEND policy and provision regularly with regards to *SEND Code of Practice 2015*.

Reviewed by	Lenka Melova
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