

# Special Educational Needs & Disabilities (SEND) Policy and Procedure

## 1. Policy Statement

At Peques Anglo-Spanish Nursery Schools, we are committed to providing an inclusive, nurturing environment in which all children, including those with Special Educational Needs and Disabilities (SEND), are supported to achieve their full potential.

We recognise that every child is unique and develops at their own pace. We have regard to the **Special Educational Needs and Disability Code of Practice (2015)** and the **Statutory Framework for the Early Years Foundation Stage (EYFS)** and work in partnership with parents, carers, the Local Authority, and relevant professionals to ensure the best possible outcomes for children.

## 2. Scope

This policy applies to:

- All children attending Peques Anglo-Spanish Nursery Schools
- All staff, including managers, practitioners, students, agency staff, and volunteers
- Parents and carers
- External professionals and agencies involved in supporting children with SEND

## 3. Our Approach to SEND

We aim to:

- Identify SEND as early as possible through observation, assessment, and partnership with parents
- Respond promptly and appropriately to emerging needs
- Ensure equality of access and opportunity for all children
- Provide a broad, balanced, and differentiated curriculum
- Make reasonable adjustments where practicable to support inclusion
- Promote positive self-esteem, independence, and wellbeing

No child will be excluded from the nursery due to SEND.

## 4. Roles and Responsibilities

### The Special Educational Needs Co-ordinator (SENCO)

A designated member of staff acts as the SENCO and is responsible for:

- Leading the identification and coordination of SEND provision
- Supporting and advising practitioners on inclusive practice
- Working closely with the Nursery Manager and Head Office
- Liaising with parents and carers
- Coordinating involvement with external professionals and agencies
- Supporting transitions within the nursery and to school
- Ensuring records and plans are maintained and reviewed

## The Nursery Manager

The Nursery Manager works in partnership with the SENCO to:

- Ensure SEND procedures are implemented effectively
- Allocate resources appropriately
- Support staff training and development
- Ensure statutory duties are met

## Practitioners

All practitioners are responsible for:

- Observing and monitoring children's development
- Raising concerns promptly with the SENCO or Manager
- Implementing agreed strategies and support plans
- Working collaboratively with parents and professionals

## 5. Identification and Assessment

We use ongoing observation, assessment, and professional judgement to identify children who may have additional needs.

Where concerns are identified:

- Staff will discuss observations with the SENCO and Manager
- Parents will be consulted at the earliest opportunity
- A graduated approach will be followed

Children with **English as an Additional Language (EAL)** are carefully assessed to distinguish between language acquisition and potential SEND, particularly in our multilingual environment.

## 6. Graduated Approach (Assess – Plan – Do – Review)

Peques follows the graduated approach in line with the SEND Code of Practice:

- **Assess:** Gather information from observations, assessments, and parental input
- **Plan:** Agree outcomes, strategies, and support with parents
- **Do:** Implement the agreed support consistently
- **Review:** Evaluate progress and adjust support as required

Parents are involved at every stage of this process.

## 7. External Support and Referrals

Where appropriate, the nursery may:

- Seek advice from external professionals (e.g. speech and language therapists, health visitors, educational psychologists)
- Support referrals through **Early Help Assessment (EHA)** processes
- Contribute evidence toward an **Education, Health and Care Needs Assessment (EHCNA)**

The nursery supports families through these processes but does not determine Local Authority decisions.

## 8. Funding and One-to-One Support

Support provided within the nursery is based on children's needs and available resources.

While we work closely with families and the Local Authority, **SEND identification or support plans do not automatically entitle a child to additional funding or one-to-one support.** Any additional provision is subject to Local Authority criteria and decision-making.

## 9. Safeguarding and SEND

We recognise that children with SEND may be more vulnerable to safeguarding concerns due to communication differences, behaviour, or increased dependency.

- SEND concerns do not override safeguarding procedures
- Any safeguarding concerns are reported immediately in line with the Safeguarding Policy
- The SENCO and Designated Safeguarding Lead (DSL) work collaboratively where SEND and safeguarding concerns overlap

## 10. Partnership with Parents

We value parents as key partners and are committed to:

- Open, honest, and respectful communication
- Actively listening to parental concerns and aspirations
- Involving parents in decision-making
- Sharing progress, strategies, and reviews

## 11. Training and Professional Development

We ensure that:

- The SENCO receives appropriate training to fulfil the role
- All staff receive SEND awareness and inclusion training
- Additional training is accessed as required to meet children's needs

## 12. Monitoring and Review

- SEND provision is monitored regularly by the SENCO and Manager
- Effectiveness is evaluated through outcomes, feedback, and reflective practice

## 13. Related Legislation and Guidance

- Early Years Foundation Stage (EYFS) Statutory Framework
- SEND Code of Practice (2015)
- Working Together to Safeguard Children
- Keeping Children Safe in Education
- Equality Act 2010

**This policy should be read in conjunction with:**

- Equality & Diversity Policy
- Safeguarding Children Policy & Procedure
- Confidentiality & Information Sharing Policy

- Behaviour, Emotional Regulation and Support Policy
- Physical Intervention and Restrictive Physical Handling
- Social & Emotional Development Policy
- The Role of the Key Person Policy
- Tracking Child Development Policy
- Progress Check at Age Two
- Learning Journal Policy
- Transitions Policy
- Multilingualism & English as an Additional Language (EAL) Policy
- Partnership with Parents Policy
- Admissions Policy & Procedure

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**Approval route:** Head Office