



Pippins Day Care Policy for Inclusion, Special Educational Needs and Disability (SEND)

Purpose of Policy

This policy is written to comply to the statutory requirements of the SEND Code of Practice 2014 (last updated Sept 24) aimed at enabling children with special educational needs and disabilities (SEND) to reach their full potential, to be included fully in the Nursery and make successful transitions in the future.

Definitions

Definition of Special Educational Needs (SEN)

“Children have a special educational need if they have a learning difficulty which calls for special educational provision to be made for them.”

Definition of Disability

“...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day to day activities.”

There are four broad areas of Special Educational Needs, these are:

- Cognition and learning
- Communication and interaction
- Social emotional and mental health
- Sensory and/or physical difficulties

Setting SENCO

The setting has a named Special Educational Needs Co-ordinator (SENCO) **Lisa Fellows**

Dedicated Staff

At Pippins Day Care we have staff who are Makaton trained and also have training in supporting early signs of autism.

Our Inclusive Practice

“All staff in a truly inclusive setting are able to recognise and respond to a wide range of additional needs, not as a response to a specific diagnosis, but as a proactive approach towards creating environments where all children can access learning, feel valued and safe, and succeed.” (DfE and Dept of Health & Social Care 2026)

At Pippins Day Care, we adopt the SEND Strategy for Staffordshire, following their vision :

“All children and young people with SEND are given the opportunity to achieve everything that they can. They engage with the right support at the right time from their parents/carers, the community and the professionals that work with them to make this happen.”

We believe in early intervention and have a support system in place for children and with SEN and disabilities; we strive to provide a broad and balanced curriculum for all children.

At Pippins Day Care, we aim to offer high standards of care and education and free choice to all our children, whatever their ability or needs. We have high expectations of all of our children and strive to ensure that all children are valued within the setting. We aim to achieve this through providing an inclusive environment, removing any barriers to learning and participation. These barriers may be:

- Communication barriers
- Sensory barriers
- Physical barriers

We respect the fact that children have different educational and physical needs and require different strategies for learning. Our practitioners also adapt activities to reflect all characteristics of effective learning : Playing and Exploring, Active Learning, Creating and Thinking Critically.

Staff respond to children's individual needs by:

- Observing and planning appropriately for their next learning experiences
- Supporting children in managing their emotions, particularly trauma or stress and to take part in learning.

Children with Special Educational Needs and/or disabilities have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in the Nursery.

On admission to the setting the needs of each child will be discussed with parents, ensuring a collaborative approach is adopted from the outset. Reasonable adjustments will be made where necessary and collaboration with other professionals will be commenced where necessary. We begin by planning for children's specific individual needs in accordance with the Early Years Foundation Stage. All staff provide learning experiences suitable for all stages of development, informed by the use of ongoing observational assessment. Pupil progress is carefully monitored. We recognise that children develop and learn in different ways and at different rates, and that all areas of learning and development are equally important and inter-connected. We aim to adapt any activity.

All children are assessed through observations when they join the Nursery, so that we can provide appropriate learning experiences for their age and stage of development. This includes the **two year old progress check** which focuses on communication and language, physical development and

personal, social and emotional development. (EYFS 2.6-2.10). If our assessments highlight that a child may have a learning difficulty, a target plan is put into place adopting the '**graduated approach**' which assess the child's needs, plan for the child's needs, do (put plans into action) and review regularly. (**APDR or EAPDR**). Parents/ Carers are fully involved in this process in order to put the best possible target plan in place. Other Specialist Assessment Tools may also be used depending upon the need, such as a Communication Tool for Speech and Language.

If upon review the SENCO, staff within the room and parents feel that the child would benefit from further support from outside agencies or professionals, the SENCO will then support the staff in further assessment of the child's needs in liaison with the Early Years District SENCO. External support will only be sought with parental permission. In most cases, children will be seen in the nursery by external support services. This may lead to additional strategies and external support outside of the nursery.

If a child continues to demonstrate significant cause for concern, a request for external support will be made through the Local Authority Forum.

Educational, Health and Care Assessment Plan (EHC) will be made to the Local Authority (LA). The SENCO will begin the procedures. A range of written evidence about the child will support the request. Upon the child leaving the setting the target plan or EHC plan will be reviewed in order to support the transition. If the child is going to another setting, with parental consent, all relevant information will be shared.

Transition to Primary Education

Pippins Day Care works very closely with our feeder Primary Schools. If a child has specific needs and/or an EHC plan in place, the SENCO will meet with the SENCO from the receiving primary school to discuss the child. Parents will be informed and invited to the meeting. The receiving primary school will also be offered the opportunity to visit our setting to observe the child in their familiar environment. Pippins Day Care believes in equal opportunity for all children and will support parents to ensure a child reaches their full potential.

Full details of the SEND code of practice can be found at www.gov.uk/publications and in South Staffordshire at www.staffordshire.gov.uk

Related Policies:

Safeguarding/child protection
Health and safety policy

Other sources:

Staffordshire SEND Strategy
Early Years SEND Code of Practice Sept 2014 (Last updated Sept 24)
EYFS (1st Sept 2026)

Reviewed Autumn 2026