Special Educational Needs & Inclusion Policy

Special Educational Needs Coordinator;
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Accredited Level 5 - Certificate in Dyslexia, Literacy, support and Intervention.

Every teacher is a teacher of every child or young person, including those with SEN

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by
Bellevue Education Team

Checked by
Nursery Manager - Mrs Cheryl Edwards

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School Setting
Brabyns Nursery School is a co-educational non selective independent nursery school for pupils of the age of 9 months to 5 years.

School Beliefs
At Brabyns Nursery School, we believe every child is entitled to a high-quality, ambitious and inclusive early years education in a safe, nurturing and stimulating environment.
We recognise every child as unique and provide rich opportunities for children to explore, create, discover and develop their curiosity through purposeful play and meaningful experiences. Our curriculum supports children to develop confidence, independence and resilience, while nurturing the Characteristics of Effective Teaching and Learning and laying strong foundations for future learning.

Compliance
This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- RSE Guidance (2025)

The Equality Act (2010) sets out the legal obligations that schools and early years providers have towards disabled children. In line with this act, we are committed to not directly, or indirectly discriminate against, harass or victimise disabled children. We will make reasonable adjustments to ensure that disabled children are not at a substantial disadvantage compared with peers.

We are aware of the non-statutory documents Mental health and behaviour in schools (March 2015) and Counselling in schools: a blueprint for the future (March 2015) and are considering guidance found in these in order to support children who suffer from, or are at risk of developing mental health problems.

This policy has been developed in consultation with the school's Senior Leadership Team (SLT) and all staff. While there is no SENCO based permanently on site, the school has access to a SENCO within the Bellevue Group who can be consulted and called upon for advice, guidance and support when required. All staff have a shared responsibility for supporting pupils with special educational needs and disabilities (SEND) and for implementing the approaches outlined in this policy.

Special Educational Provision
The Equality Act 2010 retains the previous definition of disability:

'A physical or mental impairment which has substantial and long term adverse impact on a person's ability to carry out normal everyday activities'.

This has some overlap with the definition of 'special educational needs' in the Children and Families Act 2014 (which includes pupils with significantly greater difficulty in learning than the majority of children of his/her age, or a disability which means that a pupil cannot make full use of the general educational facilities provided for pupils of their age in mainstream state schools) but not all pupils are disabled by their SEN and vice versa.

At Brabyns Nursery School, we endeavour to secure special educational provision for pupils for whom this is required, that is ***'additional to and different from'*** that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice:

• Communication and interaction
• Cognition and learning
• Social, mental and emotional health
• Sensory/physical
(New Code of Practice September 2014) (See Appendices for definitions)

At Brabyns Nursery School, we believe that a pupil has special educational needs if:

- He or she has a learning difficulty or disability which calls for special educational provision to be made
- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age

Brabyns Nursery School, recognises that high achieving children are recognised as having a 'special educational need' and provision will be made to meet these needs. (See Gifted and Talented Policy).

Aims and Objectives
At Brabyns Nursery School we aim;

- To identify and provide for pupils who have SEN and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2024
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator(SENCo) who will work with the SEN Inclusion Policy
- To provide support and advice for all staff working with special educational needs pupils
- To create an environment that meets the special educational needs of each child to engage in activities alongside pupils who do not have SEN
- To request, monitor and respond to parents/carers and pupil's views in order to evidence high levels of confidence and partnership
- To make clear the expectations of all partners in the process
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- To identify the roles and responsibilities of all staff in providing for children's special educational needs through reasonable adjustments to enable all children to have full access to all elements of the school curriculum

- To work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

Whole School Graduated Approach to SEN Support
Brabyns Nursery School, takes a whole school approach to the provision for pupils with SEN through assessing, planning, delivering, reviewing and recording of information, to ensure that all children achieve their potential.

1. **Identification of Needs**
At Brabyns Nursery School, it is the role of the class teacher/room leader in the first instance, to identify any pupil who may have SEN.

'*Slow progress and low attainment do not necessarily mean the child has SEN. The class teacher working with the SENCo should assess whether the child has SEN*'.
SEN CODE 0-25(2024).

Before identifying a child as needing SEN support the class teacher with the SENCo support will establish a clear analysis of the pupils needs.

2. **Analysis of Needs**
Ongoing processes of **formative, summative and diagnostic assessment** is an integral part of the teaching and learning process at Brabyns Prep School providing information useful to the pupil, the teacher and the parents. This is outlined in the school's Assessment Policy, which aims to gain a full picture of each pupil's learning profile against their potential on an ongoing basis. The process of ongoing assessment demonstrates what has been learned, identifies successes and gaps in learning and should identify what the next learning stage should be. It also provides valuable information about how the curriculum could be suitably adapted and which methodologies should be adopted to meet individual needs. Where current rates of progress for individual pupils are inadequate (see appendices for definition), arrangements for appropriate screening and support will be made through the school's graduated approach to SEN.

Raising a Concern - Procedure

- **Assess:** The class or subject teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs
- **Plan:** In consultation with the parent/ carer and pupil, agree the adjustments, interventions and support to be put in place as well as the expected impact on progress, development or behaviour, along with a review date.
- **Do:** The class or subject teacher remains responsible for working with the pupil. The SENCo will support the main class/subject teacher in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the implementation of support.
- **Review:** The effectiveness of the support and interventions, and their impact on the pupil's progress, is reviewed termly. The quality and impact of the support provided is evaluated by the class teacher/room leader in conjunction with the Nursery Manager/Deputy Nursery Manager, relevant support workers and parents. Where appropriate, the pupil's views will also be considered. Support and interventions are reviewed and revised in response to the pupil's progress, development and changing needs, in consultation with the pupil and their parents/carers.

The above process will assist the SENCo in determining whether a child should be entered on the SEN Register.

Identifying behaviour as a need is not an acceptable way of describing SEN. Any concerns relating to a pupil's behaviour will be described as an underlying response to a need which we will be able to recognise and identify clearly. (See Bullying Policy).

Storage and Managing Information

The setting will continue to use Individual Support Plans (ISPs) to record the steps taken to meet the individual needs of children who require additional support. Management is responsible for ensuring that ISPs are securely maintained on the Brabyns drive and are accessible to relevant staff when required. ISPs will be shared with parents/carers regularly, including as part of the termly review process.

ISPs may be used for children who require additional or more individualised support with their learning, development, communication, behaviour or participation in the setting. The aim of an ISP is to identify specific areas where additional support may be beneficial and to outline the strategies and approaches that will be used to help the child make progress and develop their independence.

Targets should be appropriate to the child's age, stage of development, strengths and individual needs and should be:

- **CSMART** – challenging, specific, measurable, achievable, realistic and time-bound, while remaining appropriate to the child's developmental stage.
- Limited to three or four key targets at any one time, where appropriate.
- Linked to the child's individual areas of need and the **EYFS areas of learning and development**, including communication and language, personal, social and emotional development, physical development, literacy, mathematics, understanding the world, and expressive arts and design.
- Informed by observations, assessment, the child's strengths and interests, and information shared by parents/carers and other professionals where appropriate.
- Focused on supporting the child's development, participation, independence and progress within the setting.

All staff members have access to relevant individual information through the setting's system, enabling staff to provide consistent support and implement agreed strategies. Information will be shared appropriately and in accordance with the setting's confidentiality and data protection procedures.

SEN Register and Educational Reports

The SEN register is managed by the manager/deputy manager and is available for reference via Parenta?

Reports written by other professionals are kept in each childs' individual SEN file on the drive.

Management will ensure that all staff are familiar with the SEN Register and the identified strategies for learning in relation to the pupils they teach.

Management and the Group SENCO: Roles and Responsibilities

Management and the Group SENCO work together to ensure that children with Special Educational Needs and/or Disabilities (SEND) receive appropriate support and that the setting meets its responsibilities under the SEND Code of Practice and the EYFS framework.

Responsibilities include:

- Maintaining and reviewing the setting's SEND register and ensuring that appropriate records are kept.
- Overseeing the day-to-day implementation of the setting's SEND policy.
- Identifying children who may require additional support and ensuring that their needs are assessed and reviewed appropriately.
- Coordinating SEND provision within the setting, including working with parents/carers and other professionals where appropriate.
- Ensuring that individual support plans are developed, implemented and reviewed where required.
- Reviewing observations, assessments and other relevant information to monitor children's progress and development.
- Reading, summarising and sharing relevant reports and recommendations from external professionals with appropriate staff.
- Supporting staff to identify and remove barriers to children's learning, development and participation.
- Advising and supporting practitioners in planning appropriate activities, experiences and strategies to meet individual children's needs.
- Liaising with parents/carers to share information, discuss concerns and work together to support children's development and progress.
- Liaising with external agencies and professionals, such as speech and language therapists, health visitors, educational psychologists and other relevant services, where appropriate.
- Supporting the transition of children between rooms, settings and into school, ensuring that relevant information is shared appropriately.
- Supporting practitioners in making appropriate adjustments to the environment, routines, activities and resources to meet individual needs.
- Advising on and supporting the effective deployment of staff and additional support where required.
- Identifying, sourcing and making effective use of appropriate resources and support available through the Bellevue Group and external agencies.
- Monitoring the quality and effectiveness of SEND provision and contributing to the setting's ongoing self-evaluation and improvement.
- Supporting staff to develop their knowledge, understanding and confidence in supporting children with SEND through appropriate training and continuing professional development (CPD).
- Ensuring that the views, strengths, interests and needs of the child and their parents/carers are considered when planning and reviewing support.
- Working with management and staff to ensure that the setting promotes an inclusive environment where all children are supported to participate, learn and develop.
- Ensuring that relevant information is recorded, stored securely and shared appropriately in line with confidentiality and data protection requirements.

Training and Resources
In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
All teachers and support staff undertake induction on taking up a post and this includes a meeting with the management to explain the systems and structures in place around the school's provision and practice and to discuss the needs of individual pupils.
The SENco regularly attends Bellevue SENCo network meetings in order to keep up to date with local and national updates in SEND.

Support Services

The setting welcomes advice and support from relevant external agencies and specialist services when this would help to identify and meet a child's individual needs. With parental/carer consent, support may be sought when:

- a child continues to make limited progress in one or more areas of learning and development despite appropriate support and intervention;
- a child's development is significantly different from that expected for their age or stage of development;
- a child experiences ongoing difficulties with communication and language, including understanding, expressing themselves or interacting with others;
- a child experiences social, emotional or behavioural difficulties that have a significant impact on their ability to participate, engage and develop within the setting;
- a child has sensory or physical needs that require specialist equipment, adaptations, advice or regular support from an appropriate professional;
- a child has ongoing difficulties with social interaction, communication or relationships that create significant barriers to their participation and learning;
- a child requires a level of support or specialist expertise that cannot be provided through the setting's usual SEND provision;
- concerns remain following appropriate observations, assessment and targeted support, and further assessment or specialist advice would help to identify the child's needs and appropriate next steps.

The setting will work in partnership with parents/carers, the Group SENCO, relevant practitioners and external professionals to ensure that advice and recommendations are considered and incorporated into the child's support where appropriate. The child's strengths, interests, views and individual circumstances will be considered throughout this process.

Valuing Parents/Carers

Brabyns Nursery School values the important role that parents and carers play in supporting their child's development and recognises that they know their child best. We welcome and encourage parents and carers to share information about their child's strengths, interests, development, needs and experiences. This information helps practitioners at Brabyns Nursery School to develop a clear understanding of the child and to plan appropriate support.

All relevant information shared by parents/carers will be treated sensitively and confidentially and will be shared appropriately with staff who need it to support the child.

Parents and carers will be involved at all stages of the SEND process. Where additional needs are identified, Brabyns Nursery School will work in partnership with parents/carers to understand the child's needs, agree appropriate support and review their progress. Parents/carers will be encouraged to contribute to Individual Support Plans (ISPs), reviews and transition arrangements where appropriate.

Regular communication will take place between practitioners and parents/carers to share information about the child's development, progress and any additional support being provided. This will include opportunities to discuss observations, Individual Support Plans and the child's progress at least termly, or more frequently where appropriate.

Parents and carers will be encouraged to share their views and any concerns and to work with Brabyns Nursery School, the Group SENCO and other professionals where appropriate. The nursery will ensure that parents/carers are informed about any referrals to external agencies and, wherever possible, their consent will be sought before information is shared.

A record will be kept of relevant communication with parents/carers, including meetings, agreed actions and reviews. Records will be stored securely and handled in accordance with Brabyns Nursery School's confidentiality and data protection procedures.

Brabyns Nursery School recognises that effective partnership with parents and carers is central to supporting positive outcomes for children with SEND.

Arrangements for Children with SEND Changing Settings or Moving On

Brabyns Nursery School recognises that transitions can be an important time for children with SEND and their families. We work closely with parents/carers and, where appropriate, the child's new setting or school to support a smooth and successful transition.

With appropriate consent, relevant information will be shared with the receiving setting or school. This may include information about the child's strengths, interests, development, identified needs, Individual Support Plan (ISP), strategies that have been effective, support provided and any involvement from external professionals.

Where a child has an Education, Health and Care (EHC) Plan, Brabyns Nursery School will work with the local authority, parents/carers and the receiving setting or school to support the transition and ensure that relevant information is shared in accordance with the plan.

Transition arrangements will be planned according to the individual child's needs and may include visits, meetings with the receiving setting or school, sharing relevant records and information, and working with parents/carers and other professionals.

Considering the Child's Views and Opinions

At Brabyns Nursery School, we recognise that children should be supported to express their views, wishes and feelings about their learning, development and experiences wherever possible.

Practitioners will seek to understand each child's views through age-appropriate communication, observation, listening and interaction. This may include observing the child's responses to activities, people, environments and resources, as well as using their preferred methods of communication.

We recognise that young children may not always be able to communicate their views verbally. Practitioners will therefore consider the child's behaviour, body language, facial expressions, choices, interests and responses alongside information provided by parents/carers and other professionals.

The child's views, strengths, interests and individual preferences will be considered when planning and reviewing support wherever appropriate.

Provision for Children with EHC Plans

Brabyns Nursery School recognises that some children with SEND may have an Education, Health and Care (EHC) Plan. An EHC Plan describes a child's special educational needs and the support required to meet those needs across education, health and social care where appropriate.

Brabyns Nursery School will work in partnership with parents/carers, the Group SENCO, the local authority and relevant professionals to support children with EHC Plans.

Where a child has an EHC Plan, Brabyns Nursery School will:

- Ensure that staff working with the child are aware of the child's identified needs and the provision and strategies outlined in their EHC Plan.
- Work with parents/carers and relevant professionals to implement the provision identified in the plan.
- Monitor the child's progress and the effectiveness of the support provided.
- Contribute relevant information and evidence to the child's annual review.
- Attend annual review meetings where appropriate and provide information about the child's development, progress, strengths, needs and the effectiveness of the provision in place.
- Work cooperatively with health, social care and other professionals involved in supporting the child, where appropriate.
- Ensure that staff receive appropriate advice, guidance and training where specialist support is required.
- Support parents/carers throughout the process and ensure that their views and the views of the child, where appropriate, are considered.
- Support effective transition arrangements when the child moves to another setting or school, including sharing relevant information with appropriate consent.

Brabyns Nursery School will make reasonable adjustments to its provision and environment to support children with SEND and will consider the individual needs of each child when determining the support and resources required.

Where a child's needs appear to require a higher level of support than can be provided through the setting's ordinarily available provision, Brabyns Nursery School will work with parents/carers, the Group SENCO and relevant professionals to consider whether further assessment or specialist support may be appropriate.

Monitoring and Improving SEND Provision

Brabyns Nursery School is committed to continually reviewing and improving the quality of its SEND provision. This includes considering:

- The early identification of children who may require additional support.
- The effectiveness of the support and interventions provided.
- The progress and development of children with SEND.
- The views and experiences of children and their parents/carers.
- The accessibility of the environment, activities and resources.
- The effectiveness of partnership working with the Group SENCO and external agencies.
- How children and families are supported to access appropriate services.
- How transitions between rooms, settings and into school are planned and supported.
- How staff knowledge, skills and confidence in supporting children with SEND are developed through appropriate training and professional development.

The aim of Brabyns Nursery School is to ensure that children with SEND are supported to participate fully in nursery life, develop their skills and independence, and make progress from their individual starting points.

Confidentiality

The school will not disclose any EHC plan without the consent of the pupil's parents/ carers with the exception of disclosure:

- To the SEN and Disability Tribunal when parents/ carers appeal and to the Secretary of State if a complaint is made under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and local authorities.

Children with English as an Additional Language

Brabyns Nursery School recognises and values the cultural, linguistic and educational experiences that children who speak English as an additional language (EAL) bring to our nursery community.

Having English as an additional language is not in itself a special educational need. Children learning more than one language may develop their communication and language skills at different rates and may demonstrate different levels of understanding and confidence across their home language and English. Practitioners will consider the child's overall communication and language development rather than assessing their ability in English alone.

Brabyns Nursery School will:

- Welcome and value children's home languages, cultures, backgrounds and experiences.
- Create an inclusive environment where children and families feel respected, valued and represented.
- Provide opportunities for children to develop their understanding and use of English through meaningful interactions, play, stories, songs, conversations and everyday routines.
- Support children to communicate using their preferred language, gestures, visuals and other appropriate forms of communication while developing their English.

- Use visual supports, objects, gestures, repetition and modelling to help children understand and communicate.
- Identify and build on each child's individual strengths, interests and existing knowledge.
- Recognise that children may need time and continued opportunities to develop confidence and fluency in an additional language.
- Ensure that limited proficiency in English does not prevent practitioners from recognising a child's wider abilities, strengths, development and progress.
- Work closely with parents/carers to gain information about the child's home language, communication, experiences and development.
- Encourage parents/carers to continue using their home language with their child, recognising the importance of maintaining and developing the child's first language.
- Ensure that children who speak English as an additional language are included fully in all areas of nursery life, including play, learning experiences, routines and social activities.
- Monitor children's communication and language development carefully and consider their progress in the context of their individual linguistic background.
- Seek advice from the Group SENCO and relevant professionals if there are ongoing concerns about a child's overall communication and language development across their languages, rather than concerns relating solely to their acquisition of English.

Brabyns Nursery School recognises the importance of working in partnership with families to ensure that children who speak English as an additional language are supported to develop their communication, confidence, relationships and independence while maintaining and valuing their home language and cultural identity.

Teaching and Learning

At Brabyns Nursery School, children who speak English as an additional language (EAL) will be fully included in all aspects of nursery life. All practitioners have a responsibility to support children's communication and language development and to create an environment where children feel confident, valued and included.

Practitioners will:

- Provide a welcoming, inclusive and language-rich environment where children are encouraged to communicate and participate through play and everyday experiences.
- Recognise that children learning an additional language are capable learners and should be provided with appropriate and challenging experiences based on their individual development, strengths and interests.
- Give children time to listen, observe and process language before expecting them to respond.
- Use clear, simple language alongside gestures, facial expressions, objects, pictures and other visual supports to aid understanding.
- Encourage children to use their home language as well as English and value the contribution that their home language makes to their learning and identity.
- Recognise that some children may experience a period where they understand more English than they are able or confident to speak.
- Provide opportunities for children to develop their English through meaningful conversations, songs, rhymes, stories, role play, small-group activities and everyday routines.
- Model language clearly and appropriately, extending children's vocabulary and encouraging them to communicate in ways that are appropriate to their stage of development.
- Provide opportunities for children to interact with both adults and other children, supporting the development of communication, social skills and relationships.
- Use children's interests and preferred activities to encourage communication and engagement.

- Work collaboratively with parents/carers to understand the child's home language, communication skills, interests and experiences.
- Monitor children's communication and language development through observation and assessment, taking account of their experience of learning more than one language.
- Ensure that limited English proficiency does not prevent children from demonstrating their wider knowledge, skills, strengths and abilities.
- Seek advice from the Group SENCO or other appropriate professionals if there are ongoing concerns about a child's communication and language development across their languages.

Brabyns Nursery School will ensure that children who speak English as an additional language are supported to participate fully in the EYFS and are given appropriate opportunities to develop their communication, confidence and independence while continuing to value and develop their home language.

Other Considerations

When organising trips, outings and activities, Brabyns Nursery School will consider the individual needs of children, including children with SEND, to ensure that appropriate adjustments and support are provided so that all children can participate fully and safely. Where appropriate, individual needs, medical requirements, behavioural needs or other relevant factors will be considered and included within the relevant risk assessment and planning.

Where concerns arise regarding a child's behaviour, the setting will consider the child's individual needs, developmental stage and any underlying factors that may be contributing to their behaviour. Staff will use appropriate, positive and supportive approaches that promote the child's wellbeing, inclusion and development. Where necessary, any identified risks or additional support requirements will be reflected in the child's risk assessment and reviewed regularly.

Pupils with Medical Conditions
Brabyns Nursery School recognises that children with medical conditions are properly supported so that they have full access to education, including school trips and physical education.

Admissions
Our inclusive approach is reflected in our Equal Opportunities and Admissions Policy, available on the school website.

Monitoring Progress and Evaluating Success

Brabyns Nursery School is committed to monitoring the progress and development of children with SEND and evaluating the effectiveness of the support and provision provided. Progress will be considered in relation to each child's individual starting point, strengths, needs and developmental stage.

Management, practitioners and the Group SENCO will monitor and evaluate SEND provision by:

- Reviewing observations, assessments and Individual Support Plans (ISPs) to monitor children's progress and development.
- Reviewing children's progress against individual targets and agreed outcomes.
- Considering the child's individual starting points, strengths, interests and developmental needs when evaluating progress.
- Taking account of factors that may affect a child's progress, including attendance, health, changes in circumstances, communication needs and development across different areas of learning.
- Seeking and considering the views of children, where appropriate, and their parents/carers.
- Reviewing the effectiveness of strategies, interventions and adjustments provided to support individual children.
- Working with the Group SENCO and external professionals, where appropriate, to evaluate the impact of specialist advice and support.
- Monitoring how effectively children with SEND are included and able to participate in all aspects of nursery life, including play, routines, activities and social experiences.
- Monitoring children's developing confidence, communication, independence and ability to participate in their learning and everyday experiences.
- Ensuring that SEND provision is planned, implemented, reviewed and adjusted regularly in response to each child's progress and changing needs.
- Ensuring that appropriate resources, staffing and support are used effectively to meet children's individual needs.
- Identifying any areas where further support, training, resources or specialist advice may be required.
- Using findings from monitoring and reviews to inform the ongoing development and improvement of SEND provision across Brabyns Nursery School.

Success will be measured by the extent to which children with SEND are supported to make progress from their individual starting points, develop their skills and independence, participate fully in nursery life and achieve positive outcomes appropriate to their individual needs.

Accessibility Including the Physical Environment

At Brabyns Nursery School, inclusive, high-quality teaching and learning is the first step in supporting children who have or may have SEND. Practitioners use their knowledge of each child's individual strengths, interests, development and needs to provide appropriate experiences, activities and support.

Planning and provision are informed by observations and assessments and are adapted where necessary to ensure that all children can participate fully in nursery life. Where a child requires additional or individualised support, this will be recorded within their Individual Support Plan (ISP) or other appropriate records and shared with relevant staff.

Practitioners will support children by:

- Providing appropriate support for children who require help with communication and language, including through visual resources, gestures, modelling, repetition and carefully planned interactions.
- Providing a range of experiences that support children to learn through play and through the use of different senses.
- Adapting activities, routines and experiences to enable children with SEND to participate as fully as possible.
- Providing appropriate resources, equipment and materials to meet individual needs.
- Supporting children to develop their independence and confidence.
- Using positive approaches to support children to understand and manage their emotions and behaviour.
- Considering individual sensory needs and making appropriate adjustments to the environment where required.
- Providing additional adult support for individuals or small groups where appropriate.
- Seeking advice and support from the Group SENCO and external professionals where appropriate.
- Implementing recommendations and strategies provided by relevant professionals.
- Working in partnership with parents/carers to understand and respond to individual needs.
- Ensuring that all children have opportunities to participate in play, learning experiences, routines, outings and social activities.

Practitioners will regularly review the effectiveness of adaptations and support provided and make changes in response to the child's progress and changing needs.

Physical Environment

Brabyns Nursery School is committed to providing an accessible, safe and inclusive environment for all children. The physical environment will be considered when planning provision for children with SEND, and reasonable adjustments will be made where appropriate to support access, participation and safety.

Where a child has specific physical, sensory, medical or mobility needs, the setting will work with parents/carers, the Group SENCO and relevant professionals to identify appropriate adjustments, equipment or resources.

Risk assessments will take individual needs into account where appropriate. This may include considering accessibility, mobility, sensory needs, medical requirements, communication needs or other factors that may affect a child's ability to participate safely.

Brabyns Nursery School will:

- Review the accessibility of the indoor and outdoor environment.
- Make reasonable adjustments to activities, routines and the environment where required.
- Provide appropriate resources and specialist equipment where this has been identified as necessary.
- Ensure that furniture, equipment and resources are arranged to support safe and accessible participation.
- Consider the accessibility of toilet and personal care facilities for individual children.
- Consider accessibility when planning outings, trips and visits.
- Include relevant individual needs and additional support requirements within risk assessments where appropriate.
- Seek advice from relevant professionals where specialist adaptations or equipment are required.
- Regularly review adjustments to ensure that they continue to meet the child's needs.

Brabyns Nursery School aims to ensure that all children, including those with SEND, can access the environment, participate in activities and routines, develop their independence and feel safe, valued and included.

Procedures for Resolving Complaints about SEN Provision
This follows the school complaints procedure, as published on the school's website.

Bullying
At Brabyns Nursery School, steps are taken to ensure and mitigate the risk of bullying of vulnerable learners. (See Bullying Policy).

Criteria for Exiting the SEN Register/Record
Should Specific Learning Difficulties or other needs no longer need identification in a pupil's profile then this will be documented on the SEND Register. Staff, parents and other related professionals are notified.

Appendix 1 – Broad Areas of Need

The SEND Code of Practice identifies four broad areas of special educational need. These areas are intended to help practitioners understand and identify a child's needs and should not be used as a way of categorising children. A child may have needs across more than one area, and their needs may change over time.

Communication and Interaction

Children may have difficulties with speech, language and communication. This may include difficulties understanding language, expressing themselves, developing vocabulary, using language socially or communicating with others.

Some children may experience difficulties with social interaction and communication associated with Autism. They may find it difficult to understand social communication, interactions, routines or relationships and may require additional support to engage and participate.

Brabyns Nursery School will consider each child's individual communication profile and provide appropriate support, taking account of their strengths, interests, preferred methods of communication and stage of development.

Cognition and Learning

Some children may require additional support with their learning and development and may progress at a different rate from their peers, even when appropriate support and opportunities are provided.

Cognition and learning needs can include a wide range of developmental and learning difficulties. Some children may require support across several areas of learning and development, while others may have more specific difficulties.

At Brabyns Nursery School, practitioners will identify and build on children's strengths and provide appropriate experiences, adaptations and support to help them develop their skills and make progress from their individual starting points.

Social, Emotional and Mental Health

Children may experience social, emotional or mental health difficulties which can affect their wellbeing, behaviour, relationships, engagement and ability to participate in nursery life.

These difficulties may present in different ways, including anxiety, becoming withdrawn, difficulties managing emotions, difficulties with relationships or behaviour that communicates an unmet need.

At Brabyns Nursery School, practitioners will consider the individual circumstances and developmental stage of each child and seek to understand the reasons behind behaviour. Positive, nurturing and supportive approaches will be used to promote emotional wellbeing, self-regulation, positive relationships and participation.

Where appropriate, advice and support may be sought from the Group SENCO and relevant external professionals.

Sensory and/or Physical Needs

Some children may have sensory or physical needs that affect their ability to access and participate fully in nursery activities, routines and experiences.

This may include children with visual or hearing impairments, physical disabilities, sensory processing differences or other medical or physical needs. Some children may require additional equipment, environmental adaptations or specialist advice to support their participation and independence.

Brabyns Nursery School will work with parents/carers, the Group SENCO and relevant professionals to identify appropriate adjustments, resources, equipment and strategies to support each child.

Where necessary, individual needs will be considered within relevant risk assessments to ensure that children can participate safely and fully in nursery life.

B) Other Considerations

When considering a child's development and individual needs, Brabyns Nursery School will take account of a range of factors that may affect a child's progress, wellbeing, participation and ability to engage in nursery life. These may include:

- Disability – Brabyns Nursery School will make reasonable adjustments where appropriate to ensure that children with disabilities can access and participate fully in nursery life. A disability does not necessarily mean that a child has SEN.
- Attendance – Regular attendance supports children's learning, development and relationships. Where attendance may be affecting a child's progress or wellbeing, this will be considered when reviewing their needs.
- Health and wellbeing – A child's physical health, emotional wellbeing, medical needs and other circumstances will be considered when planning support.
- English as an Additional Language (EAL) – A child learning English as an additional language will not be regarded as having SEN solely because they are developing their English. Practitioners will consider the child's communication and language development across their languages.
- Family and social circumstances – Where appropriate, relevant family circumstances or changes in a child's home life that may affect their wellbeing or development will be taken into consideration.
- Care experience – Where a child is looked after or has other care arrangements, Brabyns Nursery School will work with relevant professionals and carers to ensure that their individual needs are understood and supported.
- Other individual circumstances – Any other factors that may affect a child's development, wellbeing or participation will be considered as part of the assessment and review process.

These factors will be considered alongside observations, assessments, information from parents/carers and advice from relevant professionals. They will not, in themselves, be regarded as evidence that a child has SEN.

C) Progress and Development

For children in the EYFS, progress will be considered in relation to each child's individual starting point, strengths, needs and stage of development. Brabyns Nursery School recognises that children develop at different rates and that progress may not always be linear.

Progress may be identified where a child:

- Develops new skills and knowledge from their individual starting point.
- Makes increasing progress towards their Individual Support Plan (ISP) targets, where an ISP is in place.
- Develops greater confidence and independence in everyday routines and activities.
- Shows improvements in communication, interaction and relationships with adults and other children.
- Develops their ability to express their needs, feelings and preferences.
- Develops their ability to manage emotions and respond to appropriate support and strategies.
- Becomes increasingly able to participate in play, learning experiences, routines and social activities.
- Develops self-help and independence skills appropriate to their age and stage of development.
- Shows increased engagement, curiosity and confidence in exploring their environment.
- Benefits from adjustments, interventions or specialist support and is able to participate more fully as a result.

Where a child is not making expected progress from their individual starting point, practitioners will review the support and strategies in place and consider whether further assessment, advice or specialist support may be required. This will be undertaken in partnership with parents/carers and, where appropriate, the Group SENCO and relevant external professionals.

Appendix 2 – Further Advice and Support

Brabyns Nursery School recognises the importance of accessing appropriate advice, information and training to support children with SEND. The following organisations and resources provide useful information, guidance and professional development for early years practitioners and families.

- GOV.UK – SEND Code of Practice: 0 to 25 years
  Statutory guidance for organisations working with and supporting children and young people with SEND, including early years providers.
  SEND Code of Practice: 0 to 25 years
- GOV.UK – Help for Early Years Providers
  Provides guidance and resources for early years practitioners, including information about SEND assessment, the four broad areas of need and supporting children with additional needs.
  Help for Early Years Providers
- Autism Education Trust (AET)
  Provides information, training and resources to support good autism practice. AET has specific Early Years training and an Early Years Competency Framework for practitioners working with autistic children.
  Autism Education Trust
- Speech and Language UK
  Provides information, advice and resources to support children with speech, language and communication needs. Its resources include evidence-informed approaches and the What Works database for speech, language and communication.
  Speech and Language UK
- National Sensory Impairment Partnership (NatSIP)
  Provides information, resources and support relating to children with vision impairment, hearing impairment and multisensory impairment.
  National Sensory Impairment Partnership (NatSIP)
- MindEd
  Provides free e-learning and information for adults working with children and young people,

including resources relating to child development, emotional wellbeing and mental health.
MindEd

- The Dyslexia-SpLD Trust
  Provides information and resources relating to dyslexia and specific learning difficulties. Where relevant, practitioners may use these resources alongside advice from the Group SENCO and appropriate professionals.
  Dyslexia-SpLD Trust

Brabyns Nursery School will also seek advice and support from the Bellevue Group SENCO, the local authority and relevant external professionals and services where appropriate. This may include speech and language therapy, health visiting, educational psychology, sensory support services and other specialist services.

Parents/carers will be signposted to appropriate sources of information and support where this may help them to understand and meet their child's individual needs.