



## OPERATIONAL PLAN STANDARD 10 – SPECIAL EDUCATIONAL NEEDS AND DISABILITIES Supporting Documentation S10.1 SEND Policy and Procedure

### **Policy Statement:**

At Kaleidoscope nursery, we are committed to providing an inclusive and supportive environment where all children, including those with special educational needs and disabilities (SEND), can reach their full potential. We recognise the importance of early identification and intervention and aim to provide tailored support to meet the individual needs of each child. This policy outlines our approach to identifying, assessing, and supporting children with SEND, in line with the *Special Educational Needs and Disability Code of Practice (2015)* and the *Early Years Foundation Stage (EYFS)* statutory framework.

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### **1. Aims of the Policy**

- To provide a fully inclusive environment where children with SEND are supported to access the full curriculum and develop to their full potential.
  - To ensure early identification of children with SEND and provide timely and appropriate interventions.
  - To work in partnership with parents/carers and external professionals to meet the individual needs of each child.
  - To ensure that all staff are trained and confident in supporting children with SEND.
  - To comply with the statutory requirements set out in the *Children and Families Act 2014*, *SEND Code of Practice (2015)*, and *Equality Act 2010*.
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### **2. Definition of SEND**

#### **What is SEND?**

A child has special educational needs or disabilities (SEND) if they have a learning difficulty, developmental delay, or disability that requires additional support beyond what is typically provided for children of the same age. This may affect their ability to:

- Communicate and interact.
- Develop their cognitive skills and understanding.
- Form relationships with others.
- Manage sensory or physical difficulties.
- Regulate their emotions and behaviour.

SEND falls into four broad categories:

1. **Communication and interaction** (e.g., speech and language difficulties, Autism Spectrum Disorder).
2. **Cognition and learning** (e.g., general or specific learning difficulties).
3. **Social, emotional, and mental health** (e.g., anxiety, behavioural difficulties).
4. **Sensory and/or physical needs** (e.g., visual or hearing impairments, physical disabilities).



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### 3. Early Identification and Assessment

#### Early Identification

- Early identification is crucial in providing timely and effective support to children with SEND. Our staff are trained to observe and monitor children's development closely, and any concerns about a child's progress or behaviour will be raised with the Special Educational Needs Coordinator (SENCo) and discussed with parents/carers.
- Initial concerns may be identified through routine observations, the child's progress against the EYFS developmental milestones, or through conversations with parents/carers.
- 2 Year progress checks, regular progress monitoring and Wellcomms will be also be completed which will give indicators of expected progress.

#### Graduated Approach

We follow a graduated approach to SEND support, which involves four stages: Assess, Plan, Do, Review. This cycle allows us to provide tailored support and regularly evaluate the effectiveness of interventions.

1. **Assess:** The child's needs are assessed through observation, discussions with parents/carers, and consultations with external professionals if necessary.
2. **Plan:** Based on the assessment, the SENCo, key person, and parents/carers will agree on a plan of action, including specific targets and support strategies.
3. **Do:** The plan is implemented, and the child's key person, along with other staff, will provide the necessary support in the child's day-to-day activities.
4. **Review:** The child's progress is reviewed at regular intervals, and adjustments are made to the plan as necessary. Parents/carers are fully involved in the review process.

#### Individual Plans (IPs)

- For children identified as needing additional support, an Individual Plan (IP) will be created. This plan outlines the child's strengths, areas of need, and specific strategies or interventions to support their development.
- The IP will be reviewed regularly in collaboration with parents/carers, and progress towards the child's targets will be monitored. Working documents can be reviewed and changed at any point when progress has been made, or it is deemed that the IP is not suitable anymore. All IPs will be reviewed every 3 months.
- SENCO will sign all IPs to ensure they are appropriate and that they work for the individual child. Staff should be mindful to include strategies that worked well for that individual child.



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### 4. Role of the SENCo

#### Special Educational Needs Coordinator (SENCo)

- The SENCo is responsible for coordinating SEND provision within the setting, ensuring that children's individual needs are identified and supported. The SENCo's responsibilities include:
  - Leading the identification, assessment, and support for children with SEND.
  - Working with key persons to develop and implement Individual Support Plans (IPs).
  - Liaising with parents/carers and external professionals, such as speech and language therapists, occupational therapists, or educational psychologists.
  - Ensuring that staff receive appropriate training and guidance on supporting children with SEND.
  - Monitoring the progress of children with SEND and evaluating the effectiveness of interventions.
  - Overseeing paperwork ensuring that these are filed correctly
  - Completing any referrals and supporting staff with paperwork

#### SENCo Contact Information

- The Lead SENDCo at is Amanda Dyer, who has a Level 3 in Working with Children with SEND.
  - There is an Open Door policy for staff who wish to discuss concerns about any child in their care. If staff have SEND concerns, they can come and talk to Amanda at any time.
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### 5. Working in Partnership with Parents/Carers

#### Collaborative Approach

- We recognise that parents/carers know their children best, and we work closely with them to ensure that their child's needs are fully understood and supported. Parents/carers will be involved at every stage of the SEND process, including identification, assessment, planning, and reviewing progress.
- Regular meetings will be held with parents/carers to discuss their child's development, review IPs, and consider next steps. We encourage open and honest communication and will provide guidance and information about available services and support.
- Parents' information will inform a child's MEDALS (Medical and Allergies) which are made for all children who have severe medical needs. These are reviewed termly, but they are a working document so can be updated at any time as and when the child's needs change.

#### Transition Support

- When a child with SEND transitions from room to room, into or out of the setting (e.g., starting school or moving to another Early Years provider), we will work closely with the new room leader/key worker /new setting or school to ensure that all relevant information is shared. This may involve meetings with the child's new key person or SENCo to discuss the child's needs, progress, and strategies for support.



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### **6. Working with External Professionals**

#### **Specialist Support**

- We work in partnership with a range of external professionals to ensure that children with SEND receive the specialist support they need. This may include:
  - Speech and language therapists (SALT).
  - Educational psychologists.
  - Occupational therapists.
  - Physiotherapists.
  - Health visitors.
  - Specialist teachers for children with sensory impairments (e.g., hearing or vision).

#### **Referrals**

- Where additional expertise is required, we will seek parental consent to refer a child to an external agency. We will work collaboratively with the professionals involved and follow any recommendations made to ensure the best possible outcomes for the child.
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### **7. Training and Development for Staff**

#### **Staff Training**

- All staff receive regular training and professional development opportunities related to SEND. This includes:
  - Training on early identification of SEND.
  - Training on the graduated approach to SEND and how to implement IPs.

#### **Ongoing Development**

- The SENCo will ensure that staff are kept up to date with the latest best practices, research, and resources related to SEND. Staff will be encouraged to seek further development and attend relevant workshops or courses.
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### **8. Curriculum, Inclusion and Access**

#### **Inclusive Environment**

- Adjustments will be made to the curriculum to ensure that this supports the individual child, such as smaller group work or one-to-one activities, gloves for children who want to paint but don't like the feel of it etc. A child's IP will be accessible to all relevant staff and their one page profile will be on the wall so key information about how the child needs to be supported can be easily accessed.



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- We are committed to creating an environment where every child feels valued and included. This involves making reasonable adjustments to the physical environment, resources, and activities to ensure that children with SEND can participate fully.
- Adaptations may include modifications to the layout of the setting, the use of specialised equipment, or adjustments to the pace and content of activities to suit individual learning needs.

### Accessibility Plan

- Where necessary, we will create an Accessibility Plan to outline specific measures taken to ensure that children with physical or sensory disabilities can access all areas of the setting.
- Celebratory approach framework: The Lead SENDCo may recommend using the Celebratory Checkpoint if a child's progress on the EYFS is limited. This is because it's broken down into smaller steps so that progress can be monitored clearly.

## 9. Monitoring and Review

### Ongoing Monitoring of Progress

- The SENCo, in collaboration with key persons and parents/carers, will regularly monitor the progress of children with SEND. IPs will be reviewed every 3 months, or more frequently if required, to ensure that support is effective and the child is making progress towards their goals.
- The SEND Trello will be updated regularly with any updates, such as Doctor's reports, letters from paediatricians etc.

<b>Cross-Reference with:</b> S2.1 Admissions Policy and Procedure S3.1 Curriculum S3.2 Outings Policy and Procedure S9.1 Equality and Diversity Policy and Procedure S11.1 Behaviour Management Policy and Procedure S12.2 Partnership with Parents Policy and Procedure S13.1 Safeguarding Policy and Procedure S13.2 Child Protection Policy and Procedure S14 Staff Handbook Appendix - Celebratory Checkpoints	<b>Date of Review:</b> 01.11.25 <b>Next Review Due:</b> 01.11.26 <b>Approved by:</b> KMT
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Celebratory Checkpoints

<b>Child's Name:</b>	<b>Date of Birth:</b> <b>Age in months:</b>
<b>I started at Kaleidoscope on:</b>	My parents/carers give permission for this information to be shared with other agencies involved in my learning and development (Health visitor, portage etc): <b>Parent/carer signature:</b>
<b>I started the Celebratory checkpoints :</b>	
<b>My last progress review:</b>	
<b>At home I am interested in:</b>	<b>My Keyperson has noticed I learn by:</b>  *Playing and Exploring *Active Learning *Creating and Thinking Critically

<b>Personal, Social and Emotional Development:</b>
<b>Communication and Language:</b>
<b>Physical Development:</b>



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**Have the targets from my previous review been met:**

**Before my next review, I would like to achieve :**

**Any other comments:**

**My review was completed by:**

**Senco signature:**