



9.2 Supporting Children with Special Educational Needs and Disabilities

1) Purpose

We provide an environment where children with Special Educational Needs and Disabilities (SEND) are supported to reach their full potential and where families are involved in decisions at every stage.

2) Key roles / named staff

- Special Educational Needs and Disabilities Co-ordinators (SENDCOs): Christine Moxon, Hayley Hooper, Ondine Joubert and Manna Constantine.

3) Main rule / nursery commitment

- The nursery follows the Special Educational Needs and Disability Code of Practice (2014).
- There is a clear approach to identifying, responding to and meeting children's SEND.
- SEND support is everyone's responsibility.

4) Procedures / what staff must do

- Ensure admissions are inclusive and equal.
- Provide a broad, balanced and differentiated curriculum.
- Use SEND support to identify concerns early.
- Use Individual Education Plans (IEPs), Individual Development Maps (IDMs) and the plan-do-review cycle.
- Involve parents at every stage of assessment, planning, support and review.
- Take account of children's views where appropriate to their understanding.
- Signpost parents to the Local Offer and information/advice/support services.
- Work with external agencies to improve outcomes and make referrals for Early Help / Common Assessment Framework or Education, Health and Care assessments where needed.
- Provide the staffing and financial resources needed to put support in place.
- Ensure all staff understand the policy and receive relevant in-service training.
- Review effectiveness using action plan reviews, staff meetings, management meetings, parental feedback, external agencies, inspections and complaints, and review the policy annually.

5) Policy details

- Provider: Aspire Day Nursery Ltd
- Adopted: May 2015
- Date last reviewed March 2026
- Signed by: C Moxon
- Name of signatory: Christine Moxon
- Role: Manager