

HARVEY ROAD DAY NURSERY LIMITED



SEND POLICY

EYFS: 1.1, 1.13, 3.61

Harvey Road Day Nursery aims to have regard to the Special Educational Needs and Disabilities Code of Practice, which provides advice about how to carry out our statutory duties and identify, assess and make provision to support children with Emerging Needs, Special Educational Needs and/or Disabilities in the Early Years.

We aim to provide welcoming and appropriate learning opportunities for all children.

- Children who identify as having emerging needs like all other children, are admitted to the nursery after consultation between Parents/Carers and the Nursery Manager.
- Our aim is to provide for the developmental needs of each child in the group.
- All children in the group irrespective of their emerging needs are encouraged and supported wherever possible and appropriate to participate in all the group's activities.
- Our system of observation and record keeping, which operates in conjunction with Parents/Carers, enables us to monitor children's emerging needs and progress on an individual basis.
- The needs and progress of children who have identified as having specific needs are monitored by the Nursery's Designated Special Educational Needs and disabilities Coordinator (SENDCO) who is currently **Miranda Griffin**.
- The SENCO will attend updated training.
- Parents/Carers know the identity of the Designated Special Educational Needs and Disabilities Coordinators.
- Our key person approach ensures that an adult is especially responsible for, and close to, a small group of children.
- We work in close partnership with Parents/Carers of all children to ensure that support is put in place for the family.
- We draw upon the Parents/Carers' knowledge and expertise when planning provision for their child.
- The child's progress and achievements are shared and discussed with Parents/Carers on a regular basis.
- It is felt that the child's needs cannot be met without additional resources, funding will be sought to ensure that provision is appropriate to their needs.
- We will work closely with relevant professionals and agencies.
- Staff will attend whenever possible training relating to emerging needs.

Early Years Assessment

The following steps will be taken when the key worker or Parents/Carers have concerns about a child who, despite appropriate early educational experiences:

- Makes little or no progress;
- Works at levels significantly below those expected of a child of similar age;
- Presents persistent emotional and/or behavioural difficulties;

- Has sensory or physical problems;
- Has communication and/or interaction difficulties.

Once a child has been identified (staff may use a checklist and observations to assist in this process), the key worker and SENDCO will:

- Consult with and agree the need for further support with Parents/Carers;
- Collect all know information about the child;
- Seek new or additional information from Parents/Carers;
- Involve and support Parents/Carers as much as possible;
- Record action in an Individual Child Plan (ICP)

First of all, children at the setting will be monitored by staff and any information from parents/carers is required to decide if the child has SEN. The key worker at the setting will work closely with the children for period of time (at least 6 weeks) and then have a meeting with the parents/carers to discuss any concerns and ask for permission to start APDR (Graduated Approach Cycle). Children at this stage may require additional support such as Speech and Language Therapists or any specialist interventions such as music groups, language groups or sensory groups.

At Harvey Road Day Nursery we support children with SEND using a graduated approach:

- 1) Assess** Children’s development will be assessed by following the EYFS outcomes by their key worker. Assessments may also be done by outside agencies who may give strategies to help children to achieve the targets. The assessments are shared with parents/carers.
- 2) Plan** the key worker and SENCO will plan how to support the children’s needs.
- 3) Do** extra interventions will be required at an early stage and support from outside agencies.
- 4) As soon as the children receive additional support, the key worker and SENCO will Review** the children’s progress. This will inform practitioners about whether the children have SEN. At this stage the parents/carers are informed.

Next Steps

We will use the Next Steps system for children with SEND, however we try and differentiate a developmental next step along with a SEND next step. With parental permission and support, we work on these Next Steps with SEND children, using ICP’s as a tool to break own each next step. We also use running records and observations to monitor and document progress. If there is no improvement, we may carry out an Education Health and Care Plan (EHCP) with parent’s permission or seek advice.

Transition to school and other settings

At Harvey Road Day Nursery we work closely to ensure smooth transition and clear communication about SEND. If a child has SEN the manager will inform the primary school they will be attending. Before starting school, the receiving SENCO is informed and information are shared in order to support the transition process. A transition meeting may be arranged including key worker, SENCO, parents/carers and the receiving school’s SENCO.

If a child is leaving us to join another setting the same procedure applies.

Contact Numbers:

Name	Contact No
Social Services Emergency Duty Team	034540455204
Ofsted	02300 1231231
Early Years SEND Coordinator - Belinda Brigham	ey.send@cambridgeshire.gov.uk

This policy was adopted in	Signed on behalf of the nursery	Date for review
November 2025	Suzanne Baldry - Manager	November 2026