



---

# Special Educational Needs/Disability and Inclusion Policy



# Document and Version Control

Document Title	SEND Policy
Effective Date	Spring Term 2026
Policy Owner	Sharon Shilling
Policy Approver	Board of Directors

Version	Date	Amended by	Comments
V1	January 2026		

Section	Changes Made

# Contents

SEND and Inclusion Policy..... 1

Document and Version Control ..... 2

    Legal definitions ..... 4

    Our aim ..... 5

    Parent partnerships ..... 5

    Support..... 6

    The Graduated Approach..... 7

    Record Keeping..... 7

This policy has been equality impact assessed, and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality across Our Pride Our Joy, in line with The Fierté Multi-Academy Trust.

## Legal definitions

*3.76. Early Years providers must have arrangements in place to support children with Special Educational Needs and Disabilities (SEND). Maintained schools, academies, and maintained nursery schools are required to identify a member of staff to act as Special Educational Needs Coordinator (SENCO) and other providers (in group provision) are expected to identify a SENCO. Maintained schools, academies and maintained nursery schools and all providers who are funded by the local authority to deliver early education places are required to have regard to the 0-25 SEND Code of Practice. Other providers may find it helpful to familiarise themselves with the early years section of the 0-25 SEND Code of Practice (Early Years Foundation Stage Statutory Guidance 2025)*

The Special Educational Needs and Disability Code of Practice (2015) define special educational needs as follows.

*“A child or young person has SEN if they have a learning difficulty which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- has a significantly greater difficulty in learning than most others of the same age,*
- has a disability which prevents or hinders him or her from making use of facilities of a kind provided for others of the same age in mainstream schools or mainstream-post 16 institutions.”*

*For children aged two or more special educational provision is education or training provision that is additional to, or different from that is made for other children of the same age. For a child under the age of two, special educational provision means education provision of any kind. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition shown above when they reach compulsory school age or would do so if special educational provision were not made available for them.*

*Children’s special educational needs are thought of in the following four broad areas of need and support:*

- communication and interaction.*
- cognition and learning.*
- social, emotional, and mental health, and.*
- sensory and/or physical needs.*

There is often an overlap between disability and special educational needs. Therefore, a child can be defined as having special educational needs (SEN) or having special educational needs and disabilities (SEND).

The Equality Act (2010) defines disability as

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

This definition provides a low threshold and includes many children and adults. Long term is defined by the Equality Act as a year or more and substantial is defined as more than minor to trivial.

## Our aim

At Our Pride Our Joy inclusion is at the heart of our ethos, and our vision is that we provide a safe place for all children to play, explore and discover.

As part of the Fierte family, we embrace and uphold the Trust's values of

**We care** – We care about each child as an individual and aim to enable all children including those who are vulnerable or with SEND to flourish and realise good levels of development and attainment.

**We leave no one behind** – Supporting all children including those who are vulnerable or have SEND, is central to tackling disadvantage as they face a significantly wider attainment gap and are disproportionately affected by poverty, making inclusion a key driver in addressing long-term inequalities.

**We celebrate individuality**- We recognise that no two children are the same and therefore we will always put the child in the centre of an approach which identifies their specific needs and strengths.

**We are brave** – We recognise the challenges that can arise in supporting vulnerable children including those with SEND, and we aim to be brave in how we meet these. We will support the unique child in front of us, their needs right now, and aim to understand their viewpoint of the world; continually reflecting on our approaches to ensure we keep the child central and forefront of any decisions.

Within our nurseries we have an established key worker system which ensures practitioners get to know the children well. This helps to develop strong relationships and ensures adults are aware of any changes or challenges for the children as they arise. In addition, we have a qualified SENCO who understands the local offer for children with Special Educational Needs and Disabilities and can support the child, key worker, and parents to access the right support at the right time.

## Parent partnerships

At Our Pride Our Joy we know that all children have different lived experiences which should be recognised and celebrated. We also know that parents and carers, especially those from vulnerable

families, or with children who have SEND, also need to be heard. That is why we aim to provide a space for them to voice their concerns and feel they are validated.

Our parent partnerships are very important to us, which is why, from the outset, we encourage parents to share information about their child via Tapestry, our online Learning Journal. We also invite parents and their children into the nursery for Stay and Play sessions before they start, so they can meet the staff and become familiarised with the environment. This provides parents with an opportunity to discuss any concerns with staff to ensure their key worker is fully informed. As the term progresses parents will be invited into the nursery to discuss their child's progress and where they are concerned about a child's development, staff will discuss the steps they propose to provide necessary support. This may be within the nursery, or by involving outside agencies such as Speech and Language Therapists or Educational Psychologists. At all times parents will be involved in discussions about the level of support required.

## Support

All children are unique and at Our Pride Our Joy we follow a 3-tiered wave approach to support. Depending upon children's differences, support will vary for individuals.

### **Wave 1 – Universal Support**

Universal provision forms the foundation for all provision and practice at Our Pride Our Joy and comprises of high-quality teaching through quality interactions set within an inclusive environment that is available for all children. This includes strategies, resources and adaptations to the curriculum and environment that early year's practitioners use to remove barriers to learning for children. Universal provision is based on inclusive approaches to teaching and learning which benefit all children but are essential for vulnerable children and those with SEND.

Examples of Wave 1 provision include: visual timetables, different lighting, a strong focus on the importance of positive relationships, self/co-regulation areas.

### **Wave 2 – Targeted Support**

All children will at some point be vulnerable and in need of additional support. This may be due to a breakdown in the family dynamics, a new baby or moving house, and key workers will ensure additional and targeted support through play and stories will be instigated. However, for those children who have been identified as having SEND, targeted support is carried out by practitioners and is planned according to the area of need. This can be carried out as 1:1 interventions or small group work such as Bucket Time.

### **Wave 3 – Specialist Support**

For a small number of children, a highly personalised and individualised approach to learning is required, using recommendations from external professionals such as speech and language therapists, educational psychologists or specialists from other services. This type of support will vary between individuals according to their needs. Children who might benefit from Wave 3 support will most likely be in receipt of tiered Special Educational Needs Inclusion Funding

(SENIF) and require an Education, Health and Care Plan for the setting to provide the level of specialist support required.

## The Graduated Approach

Children are identified as having Special Educational Needs through a variety of ways:

- If there is a lack of progress.
- If they are achieving below age-related expectations.
- If a concern is raised regarding behaviour, self-esteem, concentration or attitude and extra support is required to help improve this.
- If concerns are raised by parents/carers, nursery practitioners or other settings.
- If there is a change in the pupil's behaviour or progress.
- If external agencies raise concerns.
- If a health diagnosis is received from a paediatrician.

A discussion with parents will then be initiated by the key worker or SENCO and a four-part cycle known as the graduated approach begins. This is known as the Enhanced Assess Plan Do Review. (EAPDR).

**Assess** – Concerns are discussed with parents, key worker and nursery SENCO to establish needs.

**Plan**- An Individual Education Plan is created to set targets and identify support.

**Do**- Support is put in place and progress against the targets are monitored and recorded. This cycle can take 6 - 12 weeks but will be decided at the planning stage.

**Review**- Progress is reviewed and further support is requested from Early Years Forum if necessary. Alternatively, it may be decided to continue with another cycle of support and then review again.

This graduated cycle of support allows us to develop our understanding of the child's needs and what supports them to make progress. Throughout each cycle there is a more detailed approach, and more specialist expertise can be accessed.

## Record Keeping

In line with the guidance from the EYFS, key workers maintain records for all children on our secure Learning Journal, Tapestry. This will include focus week observations, group observations and next steps to support progress and attainment. For children who have SEND, any additional records are stored securely in a folder along with any reports from outside agencies and letters regarding funding etc, which is shared with parents at the regular meetings held to discuss progress.

This policy has been written in accordance with

SEND Code of Practice 2015 [SEND Code of Practice January 2015.pdf](#)

Early Years Foundation Stage Statutory Guidance 2025 [EYFS statutory framework for group and school-based providers](#)

Equality Act 2010 [Equality Act 2010: guidance - GOV.UK](#)

Our Pride Our Joy Admissions Policy [Our Pride, Our Joy Ltd - Policies](#)