Springboard Sunderland Trust

Springboard Nursery

Supporting Children with SEND

Special Educational Needs and Disabilities

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Supporting Children with SEND	
Category:	Springboard Nursery
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Accountable Person:	Jane Waggott
Date of First Issue:	November 2015
Next Review Date:	09/08/2027

Introduction

Springboard Nursery is committed to providing an inclusive, safe and nurturing environment in which every child, including children with special educational needs and disabilities (SEND), is supported to achieve their full potential.

The welfare, development and best interests of every child are central to our practice. We recognise that children develop at different rates and that some children may require additional support to access learning, play, communication, relationships and the wider Early Years Foundation Stage (EYFS).

This policy sets out Springboard Nursery's approach to identifying and responding to SEND. It should be read alongside the Nursery's SEND Information Report and other relevant policies and procedures.

Our approach is underpinned by the principle that early identification and appropriate support can improve outcomes for children and families. We work closely with parents and carers and, where appropriate, with other professionals and services to ensure that support is coordinated, proportionate and focused on the individual child.

2. Legislative and statutory framework

This policy has been developed with regard to:

- The Children and Families Act 2014, particularly Part 3 relating to children and young people with SEND.
- The Special Educational Needs and Disability Regulations 2014.
- The Special Educational Needs and Disability Code of Practice: 0 to 25 years.
- The Equality Act 2010 and the duty to promote equality and make reasonable adjustments for disabled children.
- The current Early Years Foundation Stage (EYFS) Statutory Framework for group and school-based providers.
- Working Together to Safeguard Children 2026.
- The current Local Authority SEND Local Offer.
- Local safeguarding partnership procedures and arrangements.
- Springboard Nursery's safeguarding and child protection procedures.
- Springboard Nursery's Equality and Accessibility arrangements.
- Springboard Nursery's Behaviour Policy.
- Curriculum and assessment policies.
- Relevant local SEND guidance, provision maps and SEND ranges.

The statutory SEND Code of Practice applies across the 0–25 age range and provides the framework for identifying and supporting children and young people with SEND.

3. Aims

Springboard Nursery aims to:

- identify children's additional needs at the earliest appropriate opportunity;
- provide an inclusive environment in which all children can participate, learn and develop;
- remove or reduce barriers to learning, communication, participation and wellbeing;
- provide appropriate support through high-quality inclusive practice and targeted intervention;

- work in partnership with parents and carers;
- listen to and respond to children's individual communication, preferences, wishes and feelings in an age-appropriate way;
- work effectively with the Local Authority and relevant external professionals;
- monitor the impact of additional provision on children's progress and wellbeing;
- make reasonable adjustments for disabled children;
- ensure that SEND does not create a barrier to safeguarding or to accessing the full range of Nursery experiences;
- support successful transitions between rooms, settings and school;
- promote equality of opportunity and challenge discrimination, prejudice and bias.

4. Our SEND philosophy

Springboard Nursery believes that:

- Every child has the right to access a broad, balanced and inclusive curriculum through the EYFS.
- Children's individual developmental pathways are recognised and respected.
- Children should be supported according to their individual strengths, needs, interests and circumstances.
- SEND is not simply defined by a child's attainment against chronological age. Identification considers the child's development, needs, barriers to participation, communication, environment and response to appropriate support.
- High-quality teaching and inclusive practice are the foundation of SEND provision.
- All practitioners have a responsibility for supporting children with SEND.
- Parents and carers are valued as partners and experts in their child's development.
- Children's voices and experiences should inform planning and decision-making wherever developmentally appropriate.
- Early intervention can prevent or reduce the impact of emerging difficulties.
- A child-centred and strengths-based approach should be used at all stages.
- Disability must not result in discrimination or prevent a child from participating in Nursery life. Reasonable adjustments will be considered and implemented where required.
- SEND provision should be regularly reviewed to establish whether it is making a meaningful difference to the child's development, participation and wellbeing.

5. Identification of SEND

Springboard Nursery recognises that children may have additional needs in one or more areas of development.

The four broad areas of need identified in the SEND Code of Practice are:

1. Communication and interaction.
2. Cognition and learning.
3. Social, emotional and mental health.
4. Sensory and/or physical needs.

Identification will be based on a holistic understanding of the child. Practitioners will consider:

- observations and assessments;
- the child's development and progress;
- communication and interaction;

- learning and cognitive development;
- social and emotional development;
- sensory and physical development;
- the child's strengths and interests;
- the child's home and wider circumstances;
- information provided by parents and carers;
- information from previous settings or professionals;
- the effectiveness of existing provision and interventions.

Where appropriate, Springboard will distinguish between developmental differences arising from a child's circumstances and persistent or significant additional needs requiring SEND support. This will be considered sensitively and without making assumptions about the child or family.

6. Graduated approach

Springboard Nursery follows the graduated approach described within the SEND Code of Practice:

Assess – Plan – Do – Review

Assess

Practitioners gather information through observation, assessment, discussion with parents and carers and, where appropriate, consultation with other professionals.

The Nursery considers the child's strengths, needs, barriers to learning and participation and the effectiveness of existing provision.

Plan

Where additional support is identified as appropriate, the Nursery will work with parents/carers and, where appropriate, the child and relevant professionals to agree:

- desired outcomes;
- the provision and strategies to be used;
- who will deliver the support;
- how frequently support will be provided;
- how progress will be monitored;
- when the support will be reviewed.

Do

The agreed strategies and provision will be implemented by the appropriate practitioners. Support will be embedded within the child's everyday experiences wherever possible.

Review

The impact of the provision will be reviewed at an appropriate interval. The Nursery will consider:

- whether the child is making progress;
- whether the child is participating more fully;
- whether wellbeing has improved;

- what has worked well;
- what has not worked;
- whether provision should continue, be adapted or be increased;
- whether further advice or assessment is required.

Parents and carers will be involved throughout this process.

7. Levels of provision

Springboard Nursery may use local provision arrangements, including Quality First provision and locally defined Level 1 and Level 2 arrangements.

These are local mechanisms for organising and describing support and are **not statutory national categories of SEND**.

Where a child's needs require support beyond the Nursery's ordinarily available provision, the SENDCo will work with parents/carers and relevant professionals to consider appropriate additional support.

Where appropriate, this may include involvement from services such as speech and language therapy, health professionals, educational psychology, specialist teaching services or other relevant agencies.

8. Vulnerability and SEND

Springboard recognises that children's development may be affected by a wide range of environmental, social, emotional, health and family circumstances.

The Nursery will avoid assuming that developmental differences are solely attributable to SEND or solely attributable to a child's circumstances.

Where a child is experiencing vulnerability or disadvantage, practitioners will consider the whole child and family context and seek appropriate early help and support where required.

Children with SEND may also be particularly vulnerable to safeguarding risks. Staff must therefore remain professionally curious and ensure that communication difficulties, developmental differences or disability do not prevent concerns from being recognised, recorded or appropriately referred.

Safeguarding concerns will always be managed in accordance with the Nursery's safeguarding and child protection procedures and current local safeguarding arrangements.

9. Equality and reasonable adjustments

Springboard Nursery is committed to equality of opportunity.

The Nursery will not discriminate against disabled children and will consider reasonable adjustments to ensure that children can participate fully in Nursery life.

Reasonable adjustments may include, where appropriate:

- adapting the environment;
- adapting routines or transitions;

- providing additional visual or sensory support;
- adapting communication methods;
- modifying activities or resources;
- providing additional adult support;
- changing the way information is presented;
- working with parents and professionals to understand a child's needs;
- making appropriate adaptations to physical access.

Adjustments will be considered on an individual basis and reviewed to ensure that they are effective.

10. The role of the SENDCo

Springboard Nursery's named SENDCo is **Jane Waggott**.

The SENDCo will:

- coordinate the Nursery's SEND provision;
- support practitioners in identifying and responding to children's additional needs;
- advise on appropriate interventions and reasonable adjustments;
- coordinate the Assess–Plan–Do–Review process;
- work in partnership with parents and carers;
- liaise with the Local Authority and relevant external professionals;
- support referrals and requests for further assessment where appropriate;
- maintain appropriate SEND records;
- monitor the effectiveness of SEND provision;
- contribute to staff development and training;
- support effective transition arrangements;
- ensure that the Nursery's SEND practice reflects current legislation, statutory guidance and local arrangements.

The Nursery will ensure that appropriate time, resources, training and cover are available for the SENDCo to fulfil these responsibilities effectively.

11. Partnership with parents and carers

Parents and carers are central to the SEND process.

The Nursery will:

- share concerns sensitively and at the earliest appropriate opportunity;
- listen to parents' knowledge and understanding of their child;
- provide accessible information about SEND support;
- involve parents in assessment and planning;
- seek parental views when reviewing provision;
- obtain consent where consent is legally required before involving external services;
- explain the reasons for referrals or requests for assessment;
- provide opportunities for parents to contribute to meetings and planning;
- signpost families to the Local Authority SEND Local Offer and other relevant support.

The Nursery will work with families respectfully and without assumptions or judgement.

12. Working with other professionals

Where appropriate, Springboard Nursery will work collaboratively with:

- the Local Authority Early Years SEND team;
- educational psychologists;
- speech and language therapists;
- health visitors and other health professionals;
- specialist teachers;
- social care professionals;
- family support and early help services;
- receiving schools and other educational settings;
- other agencies relevant to the child's needs.

Information will be shared lawfully and appropriately, with the child's welfare and best interests at the centre of decision-making.

Current safeguarding guidance emphasises early help, effective information sharing and coordinated multi-agency working.

13. Requests for an EHC needs assessment

Where a child may require support beyond that which can reasonably be provided through the Nursery's existing SEND provision and relevant multi-agency support, the Nursery may work with parents/carers and professionals to consider whether an Education, Health and Care (EHC) needs assessment should be requested.

Any request will be evidence-based and person-centred.

Evidence may include:

- assessments and observations;
- records of progress;
- provision maps;
- intervention records;
- information about the impact of support;
- reports from relevant professionals;
- information from parents/carers;
- information about the child's strengths, needs, communication and participation.

An EHC needs assessment is a Local Authority process. The Nursery will support parents/carers and professionals to provide relevant information where an assessment is being considered or undertaken.

14. Person-centred planning

Where multi-agency planning or an EHC needs assessment is appropriate, Springboard Nursery will promote a person-centred approach.

Meetings should consider:

- What do we like and admire about the child?
- What is important to the child?
- What is important for the child?
- What is working well?
- What are the concerns, issues and questions?
- What actions are needed?
- What outcomes are we working towards?

The child will remain at the centre of the process and their views, preferences and communication will be represented in an age- and developmentally appropriate way.

Parents/carers will be fully informed and supported to participate.

15. Provision mapping and record keeping

SEND provision will be recorded through the Nursery's appropriate systems, including provision maps, learning and development records and individual support plans where required.

Records should clearly identify:

- the child's strengths and needs;
- identified outcomes;
- strategies and provision;
- who is responsible for delivering support;
- review dates;
- evidence of progress;
- the impact of interventions;
- involvement of parents and professionals.

Records will be maintained securely and in accordance with data protection and safeguarding requirements.

16. Transition

Children with SEND will receive additional transition support where required.

Transition planning may include:

- information sharing with the receiving setting or school;
- visits and familiarisation opportunities;
- visual resources and social stories;
- meetings between practitioners;
- meetings with parents/carers;
- sharing relevant assessments and support plans;
- consultation with external professionals;
- preparation for changes in routines, staff and environment.

Transition arrangements will be individualised according to the child's needs.

17. Safeguarding children with SEND

Springboard Nursery recognises that some children with SEND may experience increased vulnerability to abuse, neglect, exploitation, bullying, discrimination or other safeguarding risks.

Staff must:

- remain alert to changes in behaviour, communication and presentation;
- consider the child's individual means of communicating concerns;
- ensure that communication difficulties do not prevent safeguarding action;
- record and report concerns promptly;
- follow the Nursery's safeguarding and child protection procedures;
- work with parents/carers and external agencies where appropriate;
- follow local safeguarding partnership procedures.

Safeguarding is everyone's responsibility. The current *Working Together to Safeguard Children 2026* guidance applies to childcare settings and places particular emphasis on child-centred practice, early help, inclusion and effective multi-agency working.

18. Monitoring, reporting and accountability

The SENDCo will monitor the effectiveness of SEND provision and report to the appropriate Nursery leadership and Local Authority contacts.

Monitoring will consider:

- identification of SEND;
- progress and outcomes;
- quality and consistency of provision;
- parental engagement;
- effectiveness of interventions;
- reasonable adjustments;
- transition arrangements;
- staff training and development;
- equality and inclusion;
- safeguarding arrangements.

Parents and carers will receive information about their child's progress through the Nursery's Online Learning Journey, meetings and other appropriate communication.

The Nursery will respond positively to challenge and advice from Local Authority professionals and other relevant agencies and will use this to improve provision and outcomes.

19. Complaints and concerns

Parents and carers who have concerns about SEND provision should initially raise these with the child's Key Person and/or SENDCo.

Where concerns remain unresolved, parents may follow the Nursery's formal complaints procedure.

Parents will not be disadvantaged because they raise concerns about SEND provision.

20. Related documents

This policy should be read alongside:

- EYFS Statutory Framework for group and school-based providers;
- SEND Code of Practice: 0 to 25 years;
- SEND Information Report;
- Local Authority SEND Local Offer;
- Equality and Accessibility arrangements;
- Safeguarding and Child Protection Policy;
- Behaviour Policy;
- Curriculum Policy;
- Learning Support Plans;
- Provision Maps;
- Transition Policy/Procedures;
- relevant Local Authority SEND guidance;
- relevant local safeguarding partnership procedures.

21. Review

This policy will be reviewed regularly and whenever there is a significant change to legislation, statutory guidance or Local Authority arrangements.

The policy will remain aligned with the current SEND Code of Practice, EYFS statutory requirements, equality duties and safeguarding guidance.

This policy was adopted at	Springboard Nursery
Date	27/08/2026
Date to be reviewed	09/08/2027
Signed by manager (Marie Hunter)	JWaggott
Signed by signatory	SReay
Name of signatory	Steve Reay
Role of signatory	Chief Executive Officer