Safeguarding and Welfare Requirement: Equal Opportunities

Providers must have and implement a policy, and procedures, to promote equality of opportunity for children in their care, including support for children with special educational needs or disabilities.

Supporting children with additional educational needs and disabilities

Policy statement

We provide an environment in which all children with special educational needs and disabilities (SEND) are supported to explore their own learning journey and reach their full potential.

- We adhere to the Special Educational Needs and Disability Code of Practice (2015).
- We aim to provide an inclusive environment to all children with special educational needs and disabilities.
- We work in partnership with families to support all special educational needs and disabilities.
- We aim to identify areas of additional support and meet those needs through a range of SEND strategies in accordance with the GCC guidance.
- We work in partnership with parents and other agencies to meet an individual's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

- We have a designated member of staff to be the Special Educational Needs And Disabilities Co-ordinator (SENDCO). Our SENDCO is:

  Lucy Handley (Cowshed) Sophie Pugh (Common)

- The SENDCO works closely with our manager and other colleagues having oversight for the day-to-day operation of our Supporting Children with Special Educational Needs And Disabilities Policy and for co-ordinating provision for children with SEND.
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting, with each child having a designated keyworker.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the graduated approach as per the GCC guidance for identifying, assessing, plan, do and review, responding to children's special educational needs and disabilities.
- We work closely with the parents of children with SEND to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with informational resources to support children's needs.
- We work in partnership with external professionals regarding children with SEND and their families, including in connection with transfer arrangements to other settings and schools.
- We ensure our curriculum is tailored to each SEND child's level of need ensuring a broad, balanced and differentiated curriculum for all children.
- We use a system of assess, planning, implementing, monitoring, evaluating and reviewing action plans for children with SEND.
- We have systems in place for supporting children based on a continuous cycle of 'assess, plan, do and review', which is applied in increasing detail and frequency to ensure that children progress.
- We operate within the Common Assessment Framework (CAF) or local alternatives, to support children and families where needed.
- We keep accurate records of the 'assess, plan, do and review' for children with SEND.
- We seek to explore all avenues in supporting children with SEND, both internally and externally.
- We ensure that all our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. MyPlan reviews, staff and management

meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.

- We provide a complaints procedure.
- We monitor and review our policy annually.

Process

- Prior to starting with us, parents are asked for information regarding any potential needs that a child may have including transition reports or contact with any previous settings. This enables the SENCO to ensure that any support is put in place prior to the child starting with us.
- Children who may need extra support are discussed monthly at either the Room Leader meeting (at the Cowshed) or the whole staff meeting (at the Common), With the SENDCO present.
- The SENDCO will advise if further tracking or observations are required.
- Following observations and tracking, the SENCO will discuss concerns with the parents, involving the Key Person in the discussions, and will inform parents of the need for a MyPlan, as well as what that entails. It may be deemed necessary to go straight on to a MyPlan+, but only if external professionals are involved.
- The SENDCO will arrange a suitable time for a TAC/TAF meeting with the parents.
- During the meeting a Consent to Share is signed. Parents will agree on targets for the MyPlan/Myplan+. As necessary, external professionals will be invited to join the meeting.
- An electronic copy will be given to parents following the meeting.
- The Key Person/Room Leader will be responsible for any interventions needed for the child and will keep accurate records of interventions and modifications.
- This cycle will continue every 6-8 weeks, creating a full picture should a EHCNA (Education, Health and Care Needs Assessment) be required.
- If an EHCNA is needed, this will be completed in partnership with parents.

Further guidance

- SEND Code of Practice for the Early Years (Pre-school Learning Alliance 2014)
- Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)
- Early Years Foundation Stage Statutory Framework (DfE 2014)
- The Team Around the Child (TAC) and the Lead Professional: A Guide for Managers (CWDC 2009)
- Working Together to Safeguard Children (DfE 2013)

- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

This Policy was adopted by:		Cotswold Bunnies Nurseries Ltd	
On:	09/10/2025	Date to be reviewed:	09/10/2026
Signed on behalf of the Provider:			
Name of Signatory:	Pippa Collins		
Role of Signatory (e.g, Chair, Director or Manager)		Manager	