



## **SEND Policy**

**Version Number: 1.0**

**Owner: Nursery Operations Team**

**Date Published: 10/11/2025**

# SEND Policy

## Policy statement

At Kiddie Capers Childcare we offer a graduated approach to SEND Support within all our settings. Once a child has been identified as having a special educational need, the child is recorded on the settings record of SEND Support. This outlines their specific needs and the types of support being accessed.

The level and type of support for each child will be offered on an individual need basis and may increase or decrease over time as the child's needs change. At Kiddie Capers, we support children with SEND using a graduated approach.

## Procedures

**Monitoring.** Children are at this stage when concerns have been raised by practitioners or parents/carers, but more information is required before deciding if the child has SEND or not. Children at this stage will have access to high quality teaching and a differentiated curriculum. Practitioners will monitor children closely over six weeks and then meet with parents/carers to discuss their concerns and to decide together if the child should be identified as having SEND. If so, the child is recorded on the settings record of SEND support and moves into SEND Support 1.

**SEND Support 1.** Children at this stage have been identified as having SEND based on information gathered by the Key Person/setting staff, parents/carers, any outside agency and in consultation with the SENDCO. Children at this stage require provision different from, or additional to, that normally available to children of the same age, including from outside agency support such as Speech and Language Therapists. If, as part of the 'assess, plan, do, review' process (see below), it is determined that a child requires more specialist intervention, or additional support to make progress, the child will be moved to SEND Support 2.

**SEND support 2.** Children at this stage often have complex needs, requiring multiple outside agency involvement and/or episodes of one-to-one support to help them develop their skills and make progress. They will have an Individual Learning Plan (ILP) written (with parental/carer and outside agency input) by the child's Key Person with the support of the SENDCO. This identifies outcomes and strategies to help them make progress.

**Education, Health and Care Plan (EHCP).** Parents/Carers or nursery staff may apply for an EHCP needs assessment by the Local Authority if it is evident that the child's needs are complex or will have a long-term impact on their learning. The decision to request an EHCP for a child would take place at a termly review meeting with parents/carers, Key Person, SENDCO and the input of all outside agencies involved in the child's care. A Profile will then be prepared by the SENDCO in close consultation with parents/carers and with input from any outside agencies involved, which will be submitted along with supporting documentation to the Local Authority to request an EHC needs assessment.

At every stage of SEND support mentioned above, children and families are at the centre of planning and wider family needs are considered. Children may move up or down the stages of SEND support depending on progress and needs which may change over time. The decision to move children up or down the stages of SEND support is made as part of the 'assess, plan, do, review' cycle within each stage.

**Assess.** Children's progress is assessed against the EYFS outcomes each term by their Key Person. Assessments may also be undertaken by outside agencies (with parental/carer consent) who then set targets and suggest strategies to support children to achieve the targets. The results of these assessments are shared with parents/carers.

**Plan.** Based on the results of the assessments outcomes and targets are identified and agreed with parents/carers, Key Person and SENDCO and a ILP is written for children in SEND Support 2. The ILP will outline the outcomes sought, the interventions and support to be put in place, the expected impact on progress, development, or behaviour. A clear date for review is set.

**Do.** The child's Key Person is responsible for working with the child daily and with the support of the SENDCO, they should oversee the implementation of the interventions/strategies outlined in their key child's ILP. The Key Person will make observations on the success of the strategies and the child's progress. The SENDCO will support the Key Person to assess the effectiveness and impact of the interventions.

**Review.** Parent/carers will be asked to attend a meeting at nursery at least termly (three times per year) to discuss their child's progress towards their ILP outcomes, the effectiveness of the support provided and its impact on the child's progress. The child's views are always sought and included in the review process. Decisions will be made at this meeting regarding any additional provision, interventions or support that may be needed for the child to continue to make progress.

At every stage of SEND support, the nursery may request help from outside agencies to better assess a child's needs and gain appropriate strategies. These referrals are made only with parental/carer consent. We take a whole setting approach to the management of children with SEND which may involve the SENDCO, Early Years Co-ordinators, Early Years Practitioners, Early Years Assistants, and other support staff in developing a range of strategies to meet the needs of all children. Building on the achievements of all children, having positive attitudes and high expectations of all children, valuing individuals and accepting each child for themselves. We will work in partnership with parents making sure the child's voice is heard and included in planning.

**The SENDCO for this setting is:**

## Document history

Date	Version	Section	Details	Reviewed by
10/11/2025	1.0		Creation of new policy	LE