SEND & Inclusion Policy

Applies to: All members of staff, volunteers, agency staff, management and parents and carers

Policy Statement

Dots & Tots Day Nursery is committed to providing an inclusive environment where every child is valued, respected and supported to reach their full potential. Inclusion is embedded throughout our daily practice, and the child's voice is at the heart of every decision we make. We are committed to removing barriers to learning, celebrating individuality and ensuring every child can access the same high-quality experiences as their peers through reasonable adjustments and personalised support where required.

Aims

- Promote equality, inclusion and belonging.
- Identify emerging needs at the earliest opportunity.
- Work in partnership with families and professionals.
- Provide personalised support through the graduated approach.
- Enable every child to achieve the best possible outcomes.

The Dots & Tots Inclusive Approach

We believe inclusive practice benefits every child, including children with SEND and those learning English as an Additional Language (EAL). Our environments, curriculum and teaching approaches are adapted to meet individual needs rather than expecting children to fit a single model.

- Above statutory staffing ratios where possible.
- Dedicated sensory room.
- Objects of Reference, Now & Then Boards, Intensive Interactions and Visual Cards to support communication and understanding.
- Individual communication strategies for children who are non-verbal or require additional communication support.
- Registered Clinical Psychologist available to provide advice to families and practitioners.
- Children with SEND or where English is an additional Language participate in the same everyday experiences as their peers with reasonable adjustments where required.

Identification and Assessment

Early identification is essential. Information is gathered from observations, discussions with families, professional advice and assessment tools to build a holistic understanding of each child. Development Matters is used as non-statutory guidance to support children's learning and development rather than to judge attainment.

- Key Person observations.
- Parent/carer views.
- Development Matters guidance.
- SEND toolkits.
- Portage assessments under the guidance of the SENDCo.
- One-Page Profiles capturing strengths, interests and the child's voice.
- Ovivio integrated SEND tracking system.
- Two-Year Progress Checks and submission through the Two-Year Check Portal where concerns are identified.
- Consideration of EAL before identifying SEND.

Graduated Approach (Assess, Plan, Do, Review)

Dots & Tots follows the graduated approach set out within the SEND Code of Practice.

Assess

Gather information from the child, family, Key Person, SENDCo, observations/assessments and external professionals where appropriate.

Plan

Develop SMART targets, individual support plans and agreed strategies.

Do

Implement agreed strategies, monitor interventions and adapt practice.

Review

Review progress with parents, the children where appropriate and professionals. Revise SMART targets/ portage assessments and determine whether additional referrals or support is required.

Where appropriate the nursery will work with Speech and Language Therapy (SALT), Community Paediatricians, Community Children's Nurses, Occupational Therapy, Physiotherapy, Educational Psychology, Health Visitors, West Northamptonshire Integrated Inclusive Support Team (IIST) and other relevant professionals.

Roles and Responsibilities

SENDCo

- Lead inclusive practice.
- Support staff through coaching and 1:1 meetings.
- Complete referrals and funding applications.
- Oversee SMART targets, Portage, SEND toolkits and reviews.
- Monitor Ovivio SEND records.
- Coordinate professional meetings.
- Complete EHCP's where required

Room Leaders

- Support Key Persons.
- Monitor interventions.
- Ensure inclusive practice across the room.
- Discuss SEND within supervision and staff meetings.

Key Persons

- Build strong relationships.
- Monitor progress.
- Work with the SENDCo to develop SMART targets and support plans.
- Contribute to Portage assessments.
- Maintain accurate records and communicate with families.

Working in Partnership

Parents and carers are partners in every stage of support and will be invited to review meetings, planning meetings and professional discussions. The nursery will work collaboratively with external agencies to achieve the best outcomes for children. With parental agreement the nursery may apply for Disability Access Fund (DAF), Targeted SEND Funding and other available funding streams.

Monitoring Progress and Transitions

Progress and interventions will be monitored through daily/ weekly observations, Ovivio, supervision meetings and regular SEND reviews. Children moving between rooms or onto school will receive enhanced transition support, including additional visits where appropriate. One Page Profiles, successful strategies, communication methods, sensory preferences and the child's voice will be shared with receiving practitioners to promote continuity.

Monitoring and Quality Assurance

The SENDCo will monitor inclusive practice through peer-on-peer observation, supervision, 1:1 meetings with Room Leaders, staff meetings and partnership working with families and professionals. Training needs will be identified to ensure staff remain confident in delivering high-quality inclusive practice.

Policy Review

- Changes to legislation or statutory guidance.
- Updates to the EYFS or recognised best practice.
- With the changes of practice, identifying areas that work and those that require improvements

This policy will be reviewed annually or sooner where required. Any amendments will be shared with staff and appropriate training provided.

Related Policies

- Key Person Policy
- Safeguarding and Child Protection Policy
- Behaviour Support Policy
- Confidentiality and Information Sharing Policy

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Policy Review Date: October 2027

Version: 1.0

Signed

Christie Patton

Company Owner