



30 Special Educational Needs and Disability Policy

LEAD SENCO Catherine White

Our commitment

At Summertime Nursery, we want every child to feel welcome, valued and included.

We recognise that children develop at different rates and may need additional support at different times. We will identify children's needs as early as possible and work closely with parents and other professionals to help every child make progress and enjoy their time at nursery.

We will make reasonable adjustments and adapt our environment, activities, communication and teaching so that children with SEND can take part fully in nursery life.

We follow the Early Years Foundation Stage (EYFS) and the SEND Code of Practice: 0 to 25 years.

How we identify and support children

Every child has a key person who knows them well and monitors their development and wellbeing through everyday observation and assessment.

If we have a concern about a child's development, we will:

- Talk with parents and listen to their views and knowledge of their child.
- Assess the child's strengths, needs and progress.
- Plan appropriate support and agree clear, achievable outcomes.
- Do - put the agreed support and adaptations in place.
- Review progress with parents and decide what should happen next.

This is known as the graduated approach: Assess, Plan, Do and Review.

Support may be needed for a short period or for longer. A child does not need a diagnosis to receive additional support.

Working with parents and children

Parents are important partners in supporting their child's development. We will:

- listen to parents' concerns, knowledge and wishes;
- share observations and progress regularly;
- agree support and next steps together;
- involve parents in reviewing their child's progress;
- encourage parents to share information from health visitors, therapists or other professionals.

We will also listen to children and take account of their views, interests and communication in ways that are appropriate to their age and development.



30 Special Educational Needs and Disability Policy

Working with other professionals

With parents' knowledge and consent, where appropriate, we may work with professionals such as health visitors, speech and language therapists, educational psychologists, paediatricians, Best Start in Life Advisors or other specialist services.

We will seek specialist advice when this would help us better understand or support a child's needs. Information will be shared appropriately, respectfully and in line with data protection and safeguarding requirements.

Inclusion and reasonable adjustments

We aim to remove barriers so that every child can access our activities, routines, learning opportunities and wider nursery experiences.

This may include adapting:

activities and resources;

the environment;

communication and visual support;

routines and transitions;

the way we teach or interact with a child;

levels or types of adult support.

We will make reasonable adjustments for disabled children in line with our legal duties.

The role of the SENCO

Our SENCO, Catherine White, supports staff to identify and meet children's additional needs.

The SENCO:

coordinates SEND support within the nursery;

works with key persons, parents and other professionals;

helps staff adapt the curriculum and environment;

supports the Assess-Plan-Do-Review process;

helps ensure appropriate records and plans are maintained;

supports effective transitions to another room, setting or school;

keeps up to date with SEND guidance, training and local support available.

Two-year progress check

When a child is aged two, we complete the statutory progress check and provide parents with a short written summary of their child's development.



30 Special Educational Needs and Disability Policy

The check considers the child's strengths and any areas where progress may be slower than expected, including communication and language, physical development, and personal, social and emotional development.

If we have concerns, we will discuss these with parents and agree appropriate next steps. This may include additional support within the nursery or, where appropriate, advice from other professionals.

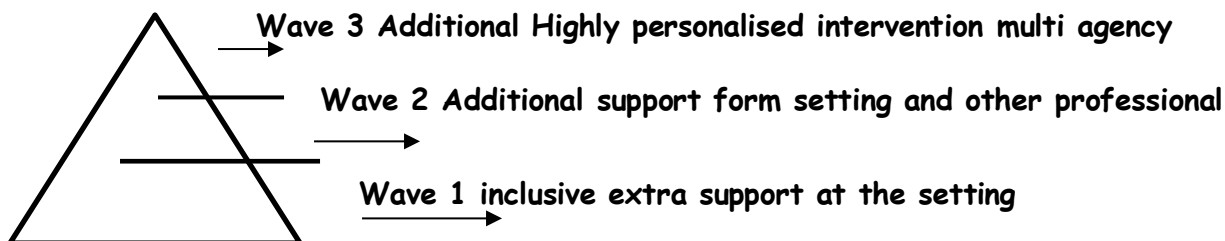
Transition

We plan carefully for children moving between rooms, settings or starting school. Where appropriate, we will work with parents and the receiving setting or professionals to share relevant information and help make the transition as smooth as possible.

Our aim

Our aim is simple: to understand each child, remove barriers to their learning and wellbeing, and give every child the support they need to thrive.

Parents who have questions or concerns about their child's development are encouraged to speak to their child's key person or Catherine White, our SENCO.



Cathy White
Manager September 2026