

TRUST POLICY

Nursery Handbook – Special Educational Needs and Disability (SEND) Policy



Approval		
Director approval	Date approved:	13 th March 2026
Ratification		
Trust Management Committee	Date approved:	22 nd July 2026
	Review Date	22 nd July 2029

Version	Date	Author	Status	Comment
1.0	February 2026	Tracey Gregory and Lorraine Brunton	LIVE	New trust wide policy

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1. Introduction

Early years providers must have arrangements in place to support children with Special Educational Needs and Disabilities (SEND). Maintained schools, academies and maintained nursery schools are required⁵⁴ to identify a member of staff to act as Special Educational Needs Co-ordinator (SENCO) and other providers (in group provision) are expected to identify a SENCO. Maintained schools, academies and maintained nursery schools and all providers who are funded by the local authority to deliver early education places are required⁵⁵ to have regard to the 0-25 SEND Code of Practice. Other providers may find it helpful to familiarise themselves with the early years section of the 0-25 SEND Code of Practice.

3.76 pg. 38 EYFS Statutory Framework 2025

2. Policy Statement

This policy document is a statement of the aims, practices, and strategies we have agreed to ensure the effective and efficient provision for children with Special Educational Needs and Disability (SEND) at University Hospitals Sussex NHS Foundation Trust nurseries.

The document provides a framework for the identification and support of children who may at some time experience difficulties and will require additional support.

Provision for children with SEND is the responsibility for all the staff in the setting. The Special Educational Needs Coordinator (SENCO) will make all staff aware of a particular child's needs to ensure a consistent approach.

Each child is valued and respected, ensuring the potential of every child is maximised, irrespective of gender, ability, race, disability, and social background to enable equal access to the environment and the early year's curriculum.

This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014, Equality Act 2010 and Mental Capacity Act 2005.

3. Definition of Special Educational Needs (SEN)

Code of practice 2015, introduction part xiii & xiv

- Children have special educational needs if they have a learning difficulty which calls for a special educational provision to be made for them.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - *Has a significantly greater difficulty in learning than many others of the same age*

- *Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*
- For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

Note: Children must not be regarded as having a learning difficulty solely because the language or languages in their home is different from the language in which they will be taught.

- The teaching and learning of children with specific needs is an intrinsic part of the Early Years Foundation Stage (EYFS) and is the responsibility of ALL staff within the setting.

All children are entitled to an education that enables them to:

- *achieve the best possible educational and other outcomes and*
- *become confident young children with a growing ability to communicate their views and ready to make the transition to compulsory education.*

2.6 SEND Code of Practice 2015

4. Aims and Values

Our aims and values at within the nurseries are as follows

- Children with special needs are welcomed and seen as providing a valuable contribution. It is our aim all children can participate fully in the life of the setting
- It is our commitment to provide inclusive curriculum to support children with special educational needs.
- To identify the earliest opportunity all children who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development.
- To use the 'Code of Practice' procedures for identifying, assessing, and planning and reviewing, thus ensuring provision for children with special educational needs and disability.
- To ensure children are given appropriate support to allow every child full access to the Early Years Curriculum in a positive framework.

- It is our aim to fully include children in all activities of the nursery to promote high levels of achievement.
- To involve parents, children, and others in developing a partnership of support enabling then full confidence.
- All staff establish close links and work in partnership with parents to identify the children's needs, assess the extent of their difficulties, support with additional help and seek outside professional advice if necessary.
- The Education Act 1993 requires all settings caring for children to support children with special needs. Guidance is found in the DfES Code of Practise 2014 (2015), and Equality Act 2010.

5. Role of the SENCO / INCO

The Named SEN Co-ordinator (SENCO) / Inclusion Co-ordinator (INCO) is displayed on the parents' notice board that is responsible for:

- Responsible for the daily implementation of the SEND Policy.
- Liaising with and advising staff on SEND matters to ensure a particular child's needs are met to ensure constant approach.
- Overseeing the records and Special Educational Plans of all children with SEND
- Contributing to the multi-in-service training of staff
- Liaison with parents and external agencies including LEAS support services, Health and Social Services and Voluntary bodies.

6. SEN Approach – (Access, Plan, Do and Review)

The EYFS statutory framework provides clear guidance that children aged 0–5 years for all early year's providers must follow Safeguarding, Welfare, Learning and Development requirements. There must be a clear approach in the identifying and responding to special educational needs. Early identification improves the long-term outcomes for the child.

Early Years settings and Schools work within a Graduate Approach process of Assess, Plan, Do and Review. This is a 4-stage cycle and is reflected in the nursery's delivery of the EYFS to all children however additional plans target specific SEN requirements.

Initial Concerns

An early identification leads to early intervention and support from the nursery staff will aim to identify children with additional learning as soon as possible.

Staff may also become aware that a child may be experience difficulties through their observations and monitoring.

If a child does not make progress despite this support further action is indicated. A meeting may be arranged with the child's parents/carers, nursery manager and the key person or SENCO to discuss additional support and a plan of action that will best meet the child's additional needs.

Other agencies may inform the nursery of concerns about a child's development after seeking prior permission from the parent/carers.

From Birth to Two - Early Identification

The statutory framework for the Early Years foundation stage (EYFS) says that when a child is aged between two and three years the practitioner must review their progress and provide parents and /or carers with a short-written summary of their child's development in the 'Prime Areas'.

The EYFS states that progress checks must identify the child's strengths and highlight areas where the child's progress is less than expected. If there are emerging concerns or identified special educational needs or disability then practitioner should develop a target plan to support the child's future learning with the support of the parent/carer and any other professional and Special Educational Needs Co-ordinator (SENCO).

The nurseries will aim to complete the progress check at least the term after their 2nd birthday to ensure the practitioner has a sound knowledge of the child before any summative assessment.

The Code of Practice

The Department for Education (DfE) published the Special Educational Needs and Disability (SEND) Code of Practice in July 2014. It came into force in September 2014, replacing the previous 2001 code, and was updated in January 2015. The code reflects the changes introduced by the Children and Families Act 2014.

Code of Practice underpins the following principles to ensure that every child and young person has a strong focus on high aspirations and improving outcomes to reach their full potential. The views wish and feelings of the child or young person, and the child's parents.

The importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions

The need to support the child or young person, and the child's parents, to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

Special Educational Need Plan (SEN)

A SEN plan or SEN Support Plan is devised taking the Graduate Approach of a 4-stage cycle involving teachers/practitioners, parents and other professionals. It focuses on the

main 4 areas of development and reviewed regularly. This approach can help escalate to an EHC plan if the outcomes are not met.

There are 4 broad categories of SEN:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and Sensory

The categories give an overview of the range of needs the practitioner should plan for. It should be recognised that the areas can interlink and can vary within its level over time.

The setting will use an individual SEN plan to support the child within the 4 categories. By working closely with the child and the parents will ensure the setting has a clear account of the child's own view, interests, and aspirations plus the parents' experience of hopes for their child. Parents are invited to be involved at every stage of planning and reviewing a SEN plan.

Early Years Planning and Review Meetings (EYPARM) West Sussex

EYPARM are organised to discuss a preschool child's strengths and areas of need and how best the setting can support this. The Special Educational Needs Assessment Team will liaise with the setting and parent/carer

Education Health Care (EHC) Plan & Education Health Care Needs Assessment (EHCNA)

Education Health Care Needs Assessment (EHCNA) is a formal process for children for Children and Young People aged 0-25 years with special educational needs to whether they are eligible for an EHCP.

The EHC plan is documents outlining their specific special educational needs and how this can be supported within mainstream education.

EHC plan has replaced statements and Learning Difficulty assessments.

7. The Role of the Parent / Carer with a Child with SEND

It is essential that parents/carers work closely with the nursery to ensure the child has the best support whilst in our care. We request that parents/carers meet regularly with the Key Person, SENCO/INCO, Nursery Manager, and other professionals to ensure the support that is in place meet the needs of the child.

It is essential that parents/carers review the termly SEND plan or next steps document to enable nursery staff to meet the education and care needs of the child.

8. Local Authority Support

Brighton and Hove Inclusion Support Service (BHISS)

BHISS provides access to highly skilled and experienced specialist professionals including educational psychologists, primary mental health workers, specialist teachers and practitioners in two key areas:

Learning and Communication

- Autism (formerly ASCSS)
- Early Years (formerly PRESENS)
- Educational Psychology
- Language (formerly LSS - Language Support Service)
- Literacy (formerly LSS - Literacy Support Service)
- Sensory Needs - Hearing Impairment & Visual Impairment

Social, Emotional and Mental Health

- Educational Psychology
- Schools Wellbeing Service (formerly community CAMHS)
- Social, Emotional and Mental Health (formerly BILT)

Contact details:

Email address: BHISS@brighton-hove.gov.uk

Phone: 01273 293481

Address: Portslade Hub
Mile Oak Road,
Portslade, BN41 2PG

Website: www.brighton-hove.gov.uk/directory-entry/brighton-hove-inclusion-support-service-bhiss

West Sussex Inclusion Team

SEND Hub Networks are developing their support and training to help education settings meet the needs of children and young people (0-25-year-old) with special educational needs and disabilities (SEND).

Contact Details:

To make a referral with SEND under 5s go to:

www.westsussex.gov.uk/education-children-and-families/special-educational-needs-and-disability-send/support-and-advice/send-information-for-professionals/make-a-referral-to-the-send/#professional-referral-form

Special Educational Needs Assessment Team (SENAT)

SENAT.North@westsussex.gov.uk

Tel: 03302222722

Education, Health and Care Needs Assessment (EHCNA) process, EHCNA Team:

Email: ehcna.team@westsussex.gov.uk.

Tel: 0330 222 7979

Further Reference:

The Early Years Pupil Premium (EYPP) is additional funding for early years settings to improve the education they provide for disadvantaged 3 and 4 year old.

Disability Access Fund (DAF) for eligible 3- and 4-year-old. Additional funding available for early years settings for 3- and 4-year-old accessing Free Entitlement, where the child is also in receipt of Disability Living Allowance.

9. Sussex House and Wendy House SEND 'Local Offer'

Since September 2014 all settings within the Local Authority were required to publish information about the services which are available within the area for Children and Young People from birth to 5 years who have 'Special Education Needs / and or disability'. This will be known as the 'Local Offer'.

- The main purpose of this offer is to provide parents/carers, settings and Local Authority with information that is:
- Clear, comprehensive, and accessible information which gives support and opportunities of services that are available
- To make provision more responsive to local needs

The nursery 'Local Offer' document is to demonstrate the aims, practices and strategies we have agreed to ensure the effective and efficient provision for children with special educational needs / and or disabilities (SEND) accessing our UH Sussex NHS FT nurseries (please ask the nursery manager for a copy)

This document provides a framework for the identification and support of children who may at some time experience difficulties and will require additional support.

10. Support Available Access and Adjustments

When a child enters the setting with a formal record of his or her special education needs, discussions will take place regarding the ability of the nursery to meet those needs, i.e. appropriate resources, physical environment and adequate staffing levels to meet individual needs. A support plan will be put in place alongside a risk assessment

Those children already in attendance in one of UH Sussex NHS FT nurseries who have identified as having additional needs that cannot be met through basic playroom differentiation will be supported by regular meetings with parents/carers to discuss progress; how the setting is endeavouring to meet the child's needs and support from other professionals.

If it is agreed that a child needs one to one support our Nursery Manager with the support SENCO/INCO will arrange to meet with the parents/carers to discuss how the setting can make reasonable adjustments.

To ensure there is continuity of care there may be a request of changes of sessions/hours to ensure 1:1 support need is met.

Children with additional needs will be treated with respect and given privacy when required. All children have access to the whole range of learning opportunities.

In line with the Disability Discrimination act 2005 we will not treat a disabled child any less favourable and will make reasonable adjustment to provide for disabled children.

Both nurseries are situated on a lower ground floor to ensure access for a child who uses a wheelchair.

11. Concerns / Complaints / Further Advice

University Hospitals Sussex NHS FT nurseries have a general complaints policy that outlines the procedures for complaints. In addition, any complaints regarding the SEN policy or provision made for children with special educational needs should be addressed in the first instance to the key person.

If parents need further advice, they are welcome to arrange a meeting with the SENCO/INCO. If they are still not satisfied, they should make an appointment to see the Manager and of the Service Manager.

If you need expert information, advice and support on discrimination and human rights issues and the applicable law, especially if you need more help than advice agencies and other local organisations can provide, please contact:

Equality Advisory and Support Service (EASS).

EASS was commissioned by Government in 2012 to replace the EHRC Helpline, which is now closed. EASS is completely independent of the Commission.

Contact details for the EASS are as follows:

Phone: 0808 800 0082

Text phone: 0808 800 0084

Website: [//www.equalityadvisoryservice.com/](http://www.equalityadvisoryservice.com/)

12. Links to other Trust policies

UHSHN018 Nursery Handbook - Equality, Diversity & Inclusion Policy
UHSHN015 Nursery Handbook - Learning, Play and Care Policy
UHS Nursery Parent and Carer Partnership