

Special Educational Needs and Disabilities (SEND) Policy

Purpose

Aflah Nursery is committed to providing an inclusive, welcoming and nurturing environment where every child is valued, respected and supported to achieve their full potential.

We recognise that children develop at different rates and in different ways. Some children may require additional or different support to enable them to access learning, participate fully in nursery life and make progress.

This policy sets out how Aflah Nursery identifies, supports, monitors and reviews the needs of children with Special Educational Needs and Disabilities (SEND).

Our approach is based upon early identification, high-quality inclusive teaching, strong partnerships with parents and carers and timely access to additional or specialist support where required.

Statutory Framework

Aflah Nursery will have regard to relevant legislation and statutory guidance, including the Early Years Foundation Stage (EYFS) Statutory Framework for Group and School-Based Providers, the Children and Families Act 2014, the SEND Code of Practice: 0–25 years and the Equality Act 2010.

As a provider delivering local-authority-funded early education places, Aflah Nursery will have regard to the SEND Code of Practice when making provision for children with SEND.

Our Commitment

Aflah Nursery believes that every child has the right to a high-quality early education that enables them to learn, develop and flourish.

Guided by our Islamic ethos, children will be treated with dignity, compassion, fairness and respect. Their individual strengths, interests, personalities and abilities will be recognised and celebrated.

We are committed to being ambitious for all children, including children with SEND.

We will seek to identify and remove barriers to learning and participation and make reasonable adjustments where required so that children with SEND can participate as fully as possible in nursery life.

Having SEND will never be a reason for lowering expectations of what a child may be able to achieve.

Roles and Responsibilities

Supporting children with SEND is the responsibility of all practitioners.

The Directors are responsible for ensuring that Aflah Nursery meets its statutory responsibilities and has appropriate arrangements and resources in place to support children with SEND.

The Nursery Manager, who also acts as the Special Educational Needs Coordinator (SENCO), oversees the day-to-day implementation of SEND provision.

The SENCO is responsible for coordinating support for children with SEND, supporting and advising practitioners, working with parents and carers, liaising with external professionals, coordinating the graduated approach and monitoring the effectiveness of SEND provision.

Each child's Key Person has an important role in knowing the child well, observing their learning and development, maintaining communication with their family and implementing agreed strategies consistently.

All practitioners are responsible for providing high-quality inclusive teaching, identifying emerging concerns and working with the SENCO and parents to support children's individual needs.

Early Identification

Early identification is an important part of effective SEND support.

Practitioners will use their professional knowledge of children, everyday observations, interactions, assessment information and information shared by parents and other professionals to understand children's development.

If a practitioner is concerned about a child's progress in any of the three prime areas of learning, they will discuss the concern with the child's parents or carers and agree appropriate support.

Practitioners will consider whether the child requires additional support and whether there may be a Special Educational Need or Disability requiring specialist advice or intervention.

Concerns will not be delayed simply to see whether a child will "catch up".

However, Aflah Nursery also recognises that children develop at different rates and that developmental differences do not automatically mean that a child has SEND.

English as an Additional Language

Having English as an Additional Language (EAL) does not constitute a Special Educational Need.

Where there are concerns about a child's communication, language or literacy development, practitioners will work with parents to understand the child's abilities in their home language as well as English.

This will help practitioners distinguish between the normal process of learning an additional language and a possible underlying communication or developmental need.

Graduated Approach to SEND Support

Where a child requires additional support, Aflah Nursery will follow the graduated approach described within the SEND Code of Practice:

Assess → Plan → Do → Review

Assess

Practitioners, the SENCO and parents will work together to develop an understanding of the child's strengths, interests, development and areas where additional support may be required.

Information from relevant professionals will also be considered where appropriate.

Plan

The SENCO, Key Person and parents will agree the support to be provided, the outcomes they are working towards and the strategies or adjustments that will be used.

Support will be appropriate to the child's individual needs and development.

Do

The child's Key Person and practitioners will implement the agreed strategies as part of the child's everyday nursery experience.

The SENCO will support practitioners and help ensure that agreed provision is implemented consistently.

Review

The child's progress and the effectiveness of the support provided will be reviewed regularly with parents.

The review will consider what has worked well, what progress has been made and whether support should continue, be adapted, increased or involve additional professional advice.

The Assess–Plan–Do–Review process may be repeated as the child's needs develop or change.

Individual Support

Support for children with SEND may include adaptations to teaching and activities, visual communication supports, targeted interventions, environmental adjustments, additional resources or specialist equipment, changes to routines, individual strategies or additional adult support where appropriate.

Support will be personalised and proportionate to the individual child's needs.

Practitioners will seek to enable children to participate alongside their peers wherever possible rather than unnecessarily separating children from the wider nursery experience.

Progress Check at Age Two

Where Aflah Nursery is responsible for completing a child's statutory Progress Check at Age Two, the check will pay particular attention to any areas where there is concern about developmental delay or a possible Special Educational Need or Disability.

The written summary will identify areas where the child is progressing well, areas where additional support may be required and the activities and strategies the nursery intends to use to address identified concerns.

Parents and carers will be involved in developing this support.

Where appropriate, the SENCO and other relevant professionals will contribute.

Parents will be encouraged to share the Progress Check with relevant professionals, including their child's health visitor. Where Aflah Nursery shares the information directly with another relevant professional, parental consent will be obtained in accordance with the EYFS.

The 2026 EYFS specifically requires the two-year check to focus on developmental delay that may indicate SEND and to describe the strategies the provider intends to use.

Partnership with Parents and Carers

Aflah Nursery recognises parents and carers as their child's first and most important educators and values their knowledge and understanding of their child.

Parents will be involved throughout the identification, assessment, planning and review of SEND support.

We will discuss concerns early, listen to parents' views, share observations and progress, agree outcomes and strategies together, and involve parents in reviews of their child's support.

We will normally discuss referrals to external professionals with parents and obtain appropriate consent.

This does not prevent the nursery from sharing information or making a referral without parental consent where there is a safeguarding concern or another lawful basis. Safeguarding concerns will always be managed in accordance with the nursery's Safeguarding and Child Protection Policy.

The Voice of the Child

Children will be involved in decisions about their learning and support in ways appropriate to their age, development and communication abilities.

For young children, their voice may be understood through their words, behaviour, choices, interests, interactions and responses to different experiences.

Practitioners will observe children carefully and ensure their preferences, strengths and interests contribute to decisions about the support they receive.

Children who communicate differently will be given appropriate opportunities and support to express themselves.

I would retain this principle from your older SEND policy because it was useful and has largely disappeared from the newer version. Your previous policy explicitly recognised observation as an important way of capturing the voice of very young children.

Working with Other Professionals

Where additional expertise or specialist support is required, Aflah Nursery will work collaboratively with relevant professionals and services.

This may include Health Visitors, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Educational Psychologists, Specialist Teachers, the Local Authority SEND Team and other relevant health, education or social-care professionals.

The SENCO will coordinate relevant information and ensure recommendations from professionals are incorporated into the child's support where appropriate.

Education, Health and Care Plans

Where a child's needs are significant or complex and cannot be met adequately through ordinarily available SEND support, the nursery will work with parents and relevant professionals to consider whether an Education, Health and Care (EHC) Needs Assessment may be appropriate.

Where a child has an Education, Health and Care Plan (EHCP), Aflah Nursery will work with parents, the Local Authority and relevant professionals to deliver the provision relevant to the nursery and contribute to reviews where required.

Equality, Accessibility and Reasonable Adjustments

Aflah Nursery is committed to ensuring children with disabilities are not placed at a substantial disadvantage.

Reasonable adjustments will be considered and made where required to enable children to access the environment, curriculum, activities and wider nursery experience.

This may include adjustments to resources, routines, teaching approaches, communication methods, the physical environment or other aspects of provision.

The effectiveness of adjustments will be reviewed as children's needs change.

Safeguarding Children with SEND

Aflah Nursery recognises that children with SEND may experience additional safeguarding vulnerabilities.

Communication difficulties, dependency on adults for personal care, difficulties expressing concerns or assumptions that changes in behaviour are related to a child's SEND may create additional barriers to recognising abuse or neglect.

Staff must remain professionally curious and must never assume that an injury, change in behaviour, distress or other safeguarding indicator is simply a consequence of a child's SEND or disability.

Any safeguarding concern regarding a child with SEND will be managed in accordance with the nursery's Safeguarding and Child Protection Policy.

This also aligns the SEND policy with the safeguarding approach we have just established.

Transitions

Aflah Nursery recognises that transitions can require additional planning for children with SEND.

Transitions into nursery, between provision and on to school or another early years setting will be planned in partnership with the child, parents and relevant professionals.

Where appropriate, support may include additional visits, transition meetings, visual supports, transition books, sharing strategies and routines or other personalised arrangements.

Relevant SEND information will be shared appropriately with the receiving setting to promote continuity of support.

Staff Knowledge and Professional Development

Practitioners will receive appropriate support, guidance and professional development to enable them to meet the needs of children with SEND.

The SENCO will support staff to understand individual children's needs and implement agreed strategies effectively.

Where specialist knowledge is required, appropriate advice or training will be sought.

Monitoring and Review

The Nursery Manager/SENCO will monitor the effectiveness of SEND provision through observation of practice, children's progress, the graduated approach, discussions with practitioners, partnership with parents and advice from relevant professionals.

SEND provision will be reviewed to ensure that children receive appropriate support and that barriers to learning and participation are identified and addressed.

This policy will be reviewed annually or sooner were legislation, statutory guidance or nursery practice changes.

Date Approved: August 2026

Review Date: August 2027

Aflah Nursery

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