


Document Reference and Title	<b>DTBKCC-P-07.1a SEND Policy</b>			
Document Type	<b>Policy</b>			
Revision History	<b>G</b>	<b>March 2025</b>	<b>Dottie Tots Leadership and Management Team</b>	
	<b>H</b>	<b>March 2026</b>	<b>Dottie Tots Leadership and Management Team</b>	

### Policy Statement

At Dottie Tots Nursery School, we are committed to providing an inclusive environment where all children, including those with Special Educational Needs and Disabilities (SEND), are supported to achieve their full potential.

We recognise that children develop at different rates and may have different needs. We aim to identify and respond to these needs as early as possible through a supportive, inclusive and graduated approach.

This policy is underpinned by:

- EYFS 2025 (3.67–3.68)
- SEND Code of Practice (2015, 0–5 years)
- Equality Act 2010

### Definition of SEND

A child has SEND if they have:

- A significantly greater difficulty in learning than others of the same age, or
- A disability which prevents or hinders them from accessing provision

### Our Aims

We aim to:

- Identify SEND at the earliest possible stage
- Ensure all children have access to a broad and balanced curriculum
- Provide tailored support to meet individual needs
- Work in partnership with parents and professionals
- Promote children’s independence and confidence

### **The Role of the SENCo**

The SENCo is responsible for:

- Overseeing SEND provision
- Supporting staff in identifying and meeting needs
- Coordinating support plans
- Liaising with parents and external agencies
- Monitoring progress

### **Identification of SEND**

We identify children's needs through:

- Observations and assessments
- Progress checks (including 2-year check)
- Discussions with parents
- Input from professionals

Early identification is a priority.

### **The Graduated Approach**

We follow the **Assess, Plan, Do, Review** cycle:

#### **Assess**

- Identify needs and barriers

#### **Plan**

- Agree outcomes and strategies

#### **Do**

- Implement targeted support

#### **Review**

- Evaluate progress and adapt

### **Types of SEND Supported**

We support children across all areas, including:

- Communication and language
- Physical development
- Social, emotional and mental health
- Cognitive development
- Sensory needs

### **Support Strategies**

Support may include:

- Individual support plans
- Adapted teaching approaches
- Visual supports
- Additional adult support
- Environmental adjustments

### **Partnership with Parents**

We:

- Work closely with parents at all stages
- Share information regularly
- Involve parents in decision-making
- Respect parents' knowledge of their child

### **Working with External Agencies**

We work with:

- Local authority inclusion teams
- Speech and language therapists
- Health professionals
- Educational psychologists

Where appropriate, we may:

- Request additional support
- Contribute to EHCP processes

### **Funding and EHCPs**

Where children require additional support:

- We may apply for inclusion funding
- We support applications for EHCPs where appropriate

### **Transition**

We support transitions by:

- Sharing information with new settings or schools
- Preparing children through visits and resources

- Working with families and professionals

### **Monitoring and Review**

We monitor SEND provision through:

- Regular reviews of support plans
- SENCo oversight
- Staff discussions
- Parent feedback

### **Links to Other Policies**

This policy should be read alongside:

- Inclusion, Behaviour and Emotional Wellbeing Policy
- Safeguarding Policy
- Equality and Diversity Policy

**Signatures**

**DTBKCC-P-07.1a**

**SEND Policy**

Signed by - All staff at Dottie Tots (Please use additional space on the back of this paper if necessary)

*By signing this means I have fully understood what is expected of me and I will carry out my duties in compliance to the details within this policy*

Name	Position	Signature	Date

Policy to be reviewed as necessary or annually at a minimum.