



SEND POLICY

Tommies Childcare Limited



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1. LEGISLATIVE FRAMEWORK

- Childcare Act (2006)
- The Children Act (2004)
- Early Years Foundation Stage (EYFS) (2024)
- Children and Families Act (2014)
- The Equality Act (2010)
- The Special Educational Needs and Disability Regulations (2014)
- SEN Code of Practice (2020)

2. POLICY STATEMENT

Tommies have a foundation built on inclusive practice. All children have the right to be educated and develop their full potential alongside each other. We will make every effort to make reasonable adaptations to our practice and environments. We will work in a close and transparent partnership with parents to ensure alternative provision is found if we felt we were unable to meet a child's developmental or support needs.

At Tommies, we provide environments that support all children to thrive, spaces that are calm, support regulation and where children's unique ways of learning, thinking, communicating and playing are valued and validated through positive connections. We discuss differences, not deficits.

3. OUR COMMITMENT

- To recognise any additional support needs a child may have and ensure all staff are aware of and have regard to up-to-date guidance and legislation.
- To appoint a Special Educational Needs Co-ordinator (SENCO) who is experienced in the care and assessment of children with additional support needs.
- To assess each child's specific needs and adapt our facilities as appropriate.
- To liaise with other agencies, including the health and education authorities and seek advice, support and training. If it is necessary to seek advice and support from outside agencies, we will ensure that we have written authorisation from parents/carers to make available appropriate information.
- To work alongside parents, in the provision for their child's individual needs to enable us to help them to develop their full potential; whilst ensuring we are honouring the unique developmental journey for each child.
- To ensure that all children are treated as individuals and with equity and are supported to take part in every aspect of learning and development.
- To promote positive images of those with developmental differences.
- Challenge inappropriate attitudes and practices from staff, educators and visitors at Tommies Childcare, ensuring we continue to align with our embedded neuroinclusive ethos.



Throughout each child's time at Tommies Childcare, we will ensure that progress, development, and emerging support needs are identified through a strength-based, neurodiverse-affirming lens, through regular observation and assessment, where we will always highlight what children can do as well as discussing what children are unable to do at that moment. We will always provide time to discuss children's developmental needs with parents/carers in an empathetic, supportive manner that holds no judgement or criticism.

All children will be given a full settling-in period when joining Tommies Childcare according to their individual needs and in clear, transparent partnerships with parents/carers.

4. THE ROLE OF THE (SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR) SENCO

Each child and family will be linked with a key person as they begin their time at Tommies Childcare, and they will have close day-to-day contact with families and this is the first step in discussing differences observed in a child's development or behaviour. Key workers will discuss concerns sensitively with families and listen carefully to them.

The role of the SENCO is to take the lead in further assessment of the child's particular strengths and developmental, sensory or behavioural differences. Planning future support for the child in discussion with parents and colleagues and in monitoring and subsequently reviewing the action taken.

The SENCO's role involves:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND.
- Advising and supporting colleagues.
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting; and
- Liaising with professionals or agencies beyond the setting.
- Ensure that we provide an emotionally safe, neuro-affirming environment, for all children to be their true authentic selves.
- Ensure the play needs/types and special interests of neurodivergent children are recognised, valued and accepted.
- To liaise with schools to ensure a smooth transition for each child.
- Ensure all children are supported in development effective self-regulation strategies.

5. THE GRADUATED APPROACH

The Graduated Approach is the process indicated within the SEN Code of Practice and allows the nursery team to support each child with identified developmental differences.

A plan is put into place where the SENCO, key workers and families work together, when differences have been identified, to offer setting-based support according to our local authority available



provision document. This may be enough to support a child to experience success and access our whole curriculum provision. It also allows us to work in a targeted way with the whole team around the child, should a referral or additional support from other professionals be required.

For children who already have an Education Health and Care Plan (EHCP) in place this may be supplemented by advice from visiting a specialist.

6. STATUTORY ASSESSMENT

The Local Education Authority is asked to consider a statutory assessment of special educational needs.

EHCP plans or Local Authority 'My Support Plans' are reviewed regularly with parents, and a signature is obtained after each review. The reviews will help to decide on any changes to current arrangements and to provide new targets for the child. Our SENCO keeps a record of all our children identified with special needs. This register is reviewed periodically to ensure the support we offer the children is fair and proportional to the extent of their needs. Parents are informed when their child is placed on the register, and a signature is obtained.

7. PAPERWORK

It is of the utmost importance that all elements of supporting documentation are completed to ensure the needs of every child is met. All staff are to ensure they always liaise with the nursery SENCO throughout the whole process.

All About Me (SEND Version) – Appendix 3

This document should be completed alongside the parent/carer in the initial meeting that you have with parent/carers regarding the developmental differences you have observed. It enables us to understand more about the child from the parent's perspective and ensures that the information we hold on them is completely up to date.

Tommies Childcare My Support Plan – Appendix 4

After identifying that a child has a need that requires further support, the SENCO must ensure a 'Tommies My Support Plan' document is completed for a 'cycle of support'. Cycles can last from between 4 – 10 weeks but this is assessed and dependent on an individual child basis, ensuring their needs are met. This document will contain relevant overview and background information around the child, it will also contain the Assess, Plan, Do, Review template which is to be completed with the child's neuro-affirming SMART targets.

The 'Assessment' aspect of this process identifies the area of need, whilst 'Plan' and 'Do' detail the specific activities or strategies that need to be put into place to support the child to thrive and experience success and growth at Tommies Childcare.



Alongside this document is the 'Targeted Activity Plan' (Appendix 5) which will identify the neurodiversity affirming targets and then identify how the child has progressed during the specified period and will also highlight if further support is required.

Each cycle will be reviewed and documented and review meetings arranged with the parents at the end of the agreed cycle, to discuss their progress and next steps.

Where a child has not attended the setting during the cycle this can be extended, however, only if it meets the needs of the child.

At the review meeting with parents, you must discuss the child's area of strengths, alongside their current challenges as well as the progress a child has made. Ensure to celebrate all 'wins', because these matter. Use, 'what has gone well? What has not gone well? What's next?' as your prompts that will help to support the conversation. Partnerships with parents are key in this process and we aim to support developmental growth at home as well as at the nursery.

Target Activity Observation – Appendix 5

For each child, a Targeted Activity Observation is completed. This identifies the progress the child has made in line with the targets from the Assess, Plan, Do, Review document. For example, under the assessment part of the Assess, Plan, Do Review, if the statement reads 'Child needs support with communicating needs and wants, the target on the Targeted Activity Observation (Appendix 6) would be around communication. This along with photos will be used to communicate with parents in between 'Focus Week' posts. The frequency and detail required on this form will be dependent on the child and their needs. The setting SENCO should liaise with the child's key person to agree on the frequency of these observations.

Focus Week Observation

All children identified as receiving additional support should still receive a 'Focus' week post alongside all other children. This should be formatted in the same way as all observations and be accompanied by photographs. These observations should focus on children's overall development as well as their progress on those targets outlined in their 'Assess, Plan, Do, Review'.

As parents are sent the 'Focus week' posts a week in advance, they are encouraged to advise us of children's current interests or developments at home so that can then be incorporated and supported in the setting.

Home Observation – Appendix 8

Continuity of care is extremely important when caring for children with SEND. Home observations are provided to parents to ensure that communication and 'the bigger picture' is consistent between the home environment and the nursery setting.

Parents are encouraged to complete observations as some children present differently at home than nursery and depending on sessions this can be difficult to ascertain certain differences or similarities. The 'Routine home observation form' (Appendix 6) should be sent home as required as children progress and regress at different stages therefore this gives the SENCO an idea of how the child behaves at home. We will request at least one observation be completed and provided to the



nursery by the parent per month, to provide us consistent updates of the child's developments at home.

8. FOLDERS

Each nursery is to have a SEND folder which holds:

- A provision Map (This is a yearly calendar on a 1 A4 sheet-Google has good ones) which identifies where you plan to observe children. Sometimes this cannot be planned with ratios however it is useful to share when a plan is in place for support needs for the child.
- The SEND Policy
- Master Copies of all Appendices
- Information regarding specific needs such as 'Stammering', Resources, and Referral forms.

Alongside this, each child should have their information kept in a separate folder/presentation folder to ensure confidentiality. Within these there should be:

- A file log to record a timeline to identify each stage of intervention including conversations with professionals, letters received. (Appendix 1)
- Professionals Contact Sheet (Appendix 2)
- Child's individual One Page Profile (Appendix 3 - All About Me) Needs to have a photo of the child.
- All information relation to the child including meetings with parents, Tommies Support Plan Cycles with Targeted Activity Plans (1 cycle with targeted activity plans per wallet)

Displayed in the nursery we have our SENCO Poster (Appendix 7) which identifies for all parents who the nursery SENCO is and has the contact details for Local Authority agencies.

9. STAFF TRAINING & DEVELOPMENT

Staff will attend training sessions run by a range of providers including Early Years Development and Childcare Partnership, Early Years Learning Alliance and Pre-school Education Services. Warwickshire based SENCOs are required to attend their local authority 'SENCO Surgeries' where possible as part of their compliance with their funding agreement. We will also hold individual in-house training where appropriate. Each quarter Tommies Childcare will hold our internal 'SENCO Surgery'. This is an opportunity for all nursery SENCOs to come together for training, updates and to consider changes that may need to be made to make supporting SEND across our settings more effective.

10. SUPPORT FROM OTHER PROFESSIONALS

The setting works closely with a range of agencies to support the children in our care. Those agencies include Speech and Language Therapy services, Coventry Autism support services and health visitors. We have regular visits from our Area SENCO and staff follow the advice and implement the strategies suggested. Staff welcome visits from other professionals and view it as an opportunity to learn about the children in their care and how to support their learning. The support



of the Inclusion Support Officer within the Local Authority will be sought to enable staff to understand and work with children with a statement/medical care plans and help them to reach their full potential.

11. CHATTY BATS

Chatty Bats is the company program used to support children with mild identified differences in their Speech and Language. All children identified in Toddlers and Pre-School as having a Speech and Language delay should be added to the Chatty Bats program for the 10-to-12-week duration.

12. TRANSITIONS

All children on a CAF/EHA (Derby and Warwickshire), Statement of Educational Needs, receiving Portage or on Medical Plans will be supported in accessing the service we deliver. If appropriate, they will have an identified Family Support Worker from the Children's Centre who will support the transition into the setting. The Family Support Worker or Special Needs Co-ordinator will also support the transition from the setting to other schools or nurseries.

13. COMPLAINTS

If there are any informal questions or complaints about this policy or the practice within the setting, please talk to our special needs co-ordinator at your nursery or Nursery Manager. Anyone is entitled to complain to Ofsted about any of our practice or policies. For more information, please see our complaints procedure.

14. RECORD OF POLICY CHANGES

Last	Date	Initials	Comments
Updated	May 2013	CF/AM	
Reviewed	Aug 2014	CF/HM	
Updated	Sep 2016	DB	
Updated	Feb 2017	LW	Updated format
Reviewed	Apr 2018	DB	
Reviewed	Apr 2019	DB	No changes made
Updated	Jan 2020	MF	Updated format
Reviewed	June 2020	DB	No changes made
Updated	Nov 2022	DB/OH	S.5 added in to reflect the paperwork required S.7 Detailing Area SENCO role
Updated	Mar 2023	DB	Amendments made to the Targeted Activity Plan and Focus weeks posts
Updated	May 2024	DB	- Removal of Area Senco Section - Changes made to the number of Appendices used



			<ul style="list-style-type: none">- Added in S.8: Chatty Bats- Changes to S.4 to include the Assess, Plan, Do Review process
Updated	August 2025	AC	-
