muddy boots
DAY NURSERY

Special Educational Needs / Inclusion Policy

Aims

At Muddy Boots Day Nursery, we are committed to providing high quality care and education to all children. Every child will have access to a wide range and balance of activities and resources.

In accordance with our Equal Opportunities Statement and our admissions policy, children with special educational needs and disabilities will be treated with the attention and consideration as any other child in the Nursery and will also be provided with all reasonable assistance in order to maximize the benefits of inclusion in the nursery community and make the most of the opportunities provided for their development and learning.

We ensure that the Equality Act 2010 and the SEND code of practice 2014 are implemented in our Nursery.

All children with disabilities and special educational needs have access to play and learning experiences and to the Early Years Foundation Stage framework differentiated to meet their needs. The children are given choices and are praised and encouraged in their work. Children's Education and Health Care Plans, or non statutory support Plans are used to support access to the EYFS framework.

We recognise that children learn at different rates. Many children may experience difficulties which affect their learning and development, which may be long or short term.

A child will not be regarded as having special educational needs if English is not their first language

Training

Staff will have access to appropriate training to assist the implementation of the aims and objectives of this policy. We access training through Bristol early years – continuing professional development programme, BAND and other local training providers. We would seek extra staff support and training where necessary in order to support a child with disability and or special educational needs.

All staff will view the child with SEND positively and work within the Nursery policies to support all involved. All staff will support the Education and Health Care Plan's targets (EHCP). We will promote positive images and resources of child/adults with disabilities.

Working with parents

We are committed to working in partnership with parents/carers, for them to be included in their child's personal support plans. We value the views of children and include their ideas in the planning.

Parents will be included in every stage of their child's personal support plans, ensuring that the child's strengths and areas of development are discussed. Parents are encouraged to contribute towards this and will be given a copy of any actions.

Parents are welcome to spend time in Nursery to work alongside staff.

All actions will be clearly laid out so everyone understands their part and how it can be supported at home.

Settling in & identifying concerns about a child's development

All children will have an individual settling in plan adapted to their own needs; there are no set times in which this will happen. We will increase the time the child is left on each visit, working towards their booked hours. The key worker will support the child and their family through this transition. An "All about me" sheet will be completed by the key person with the parents to discuss routines, likes/dislikes, development and any additional information that will be helpful for the staff to know. Any medical needs and developmental needs will be recorded and training attended to support the child whilst at nursery.

The key person will work with the SENCO will ensure all paperwork is kept up to date, monitored and reviewed. Parents and other professionals will be involved.

If a child has a Support Plan (Non Statutory Education, Health and Care Plan) this will be reviewed 4 times a year. The progress children are making is compared to the targets set out in the plan. The targets are set by all the people, including professionals that may work with the child.

If a child should make limited progress their key person will raise concerns with both the child's parent and the Special Educational Needs Coordinator (SENCO). The key person will plan specific activities to support the child, while continuing to work with the parent/carer and the SENCO.

· Specific group/individual activities could be planned by a teacher or practitioner. For example, an adult playing alongside a child as the child plays using specific strategies, such as developing turn taking skills.

· Support from outside professionals could be sought. For example: an Early Years Portage and Inclusion Specialist, a Speech and Language Therapist, Educational Psychologist, Occupational Therapist or Paediatrician. Specific, targeted strategies which reflect the advice given from an appropriate professional can then be used.

We can apply for more funding if a child has "different from and additional to" requirements. The team around the child will make this application. The Early Years Special Educational Needs Panel will decide the allocation of funding using the "Bristol Universal Descriptors

It may be that our setting support plan is not sufficient to meet a child's needs, the parent/carer or the setting may decide to request an Education, Health and Care Assessment to develop a plan. An EHC Plan is a way of providing support that puts children, young people and families at the centre of the assessment and planning process, to make sure that their views are not only heard but also understood. This process focuses on what is important for children and young people, i.e. what they and you want to achieve now and in the future. The EHC Plan will have long and short term goals for the child.

Access

Our Nursery is on 2 levels with access through the main door up 2 steps. We have carpeted areas, a sleep room, accessible toilets, changing areas, curtains and blinds to prevent glare and an easily accessed flat outside play area. We would continue to increase access as appropriate.

We adapt our resources to suit the needs of children. We have access and make good use of the local early years inclusion resource library.

Limitations to the physical environment will be addressed as much as reasonably possible within the legal requirements set down by the Disability Act 2001.

Complaints

Any complaint should be made following the Nursery Complaints Procedure as detailed in the Nursery policies.

Role of the Special Educational Needs Coordinator

The Special Educational Needs Coordinator (SENCO) are Jenna Carroll and Silviya Velikova

The SENCO will:

- Liaise with parents
- Liaise with other professionals
- Advise and support Nursery staff
- Ensure that appropriate Support Plans are in place
- Ensure that background information (key worker observations, parental input) is collected, recorded and updated
- Take the lead in further assessment of the child's strengths and areas for development to guide future planning to meet the child's needs
- Take the lead in monitoring and reviewing any action taken to support the child
- Take the lead in accessing funding to support the child or to contact Bristol City Council Inclusion Officer to access Education and Health Care Plan advice

Appendix:

Bristol City Council SEND Local Offer: http://www.findabilitybristol.org.uk/

Apply for Early Years SEN

Contact: SEN Team

Email: **earlyyears.sensupport@bristol.gov.uk** .
The Early Years Special Educational Needs Panel, Bristol

Bristol Universal Descriptors (BUDS), Early Years Special Need Panel Application and Review Form

Early Years Portage and Inclusion Service

Katie Duncan
Early Years Portage and Inclusion Specialist
Tel: 07584 889436

Seamills Childrens Centre : Tel 0117 93533520
Seamills.childrenscentre@bristol.gov.uk

Specialist Leaders of Education - Inclusion

Specialist Childrens Centre's: For children aged birth to five with complex needs
I
South -Ilminster Avenue Specialist Nursery School and Children's Centre

East/Central - St Werburghs Nursery School

North - Long Cross Specialist Children's Centre

Reviewed by: Silviya Velikova	Date of the review: November 2025	Next Review: November 2026