



# SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY (SEND)

Reviewed on	Approved by
1.07.2021	N. Crump
17.05.2023	S Crump
20.03.2025	S Crump

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[www.chartersancaster.com](http://www.chartersancaster.com)

Company Registration number: 3174367 Registered Office: Unit 2.02, High Weald House, Glovers End,  
Bexhill, East Sussex TN39 5ES

## **INTRODUCTION (AND LOCAL OFFER)**

Charters Ancaster Nursery is an inclusive nursery and we welcome all children including those with special educational needs and disabilities.

We recognise the individuality of all children, however, in the best interests of all our current children we reserve the right to refuse a child for whom we do not have suitable facilities or staff expertise. Charters Ancaster Nursery has a longstanding track record of developing and supporting children with special educational needs and disabilities.

For details on the 'Local Offer' for children with SEND and their families please visit the following website :- [www.chartersancaster.com](http://www.chartersancaster.com)

## **DEFINITION OF SPECIAL EDUCATIONAL NEEDS**

Special Educational Needs (SEN) refers to learning difficulties or disabilities that make it harder for a child or young person to learn compared to children of the same age. Children with SEND may require extra or different help from that given to other children their age.

A child may have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age
- Is under five and falls within the definition at (a) or (b) above or would do if special provision were not made for the child.

## **AIMS OF THIS POLICY**

The purpose of our approach to SEN at Charters Ancaster Nursery is to:-

1. Raise the aspirations and expectations for all children with SEN.
2. Offer a differentiated curriculum that provides every child with an opportunity to learn and develop and lead happy and fulfilled lives.
3. Raise outcomes for all children by working in partnership with families and other agencies.
4. Highlight any special educational needs as soon as possible and put support in place quickly.
5. Keep parents informed of the services they can reasonably expect to be provided and involve them in decision-making for the provision for their child.

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## **OUR SETTING RESPONSIBILITIES**

- Produce a Special Educational Needs Policy for the Nursery and make it available to all parents. This provides information on how children with ‘special needs’ and ‘disabilities’ are supported within the Nursery.
- Ensure all staff are aware of the details of the policy.
- Be aware of ‘special educational needs’ and ‘disabilities’ in the context of Early Years provision and understand how statutory, national, and local procedures apply in practice to children under 5.
- Identify the necessary provision and staff arrangements to meet the ‘special needs’ of the children.
- Assign a designated member of staff to the role of Special Educational Needs Coordinator (SENCO).
- Ensure no child is refused a place unless their specific needs are unable to be met within the constraints of the Nursery’s physical environment and/or by the staff.
- Set high, but achievable targets for children with special needs with staff, parents, and children.
- Liaise with organisations and agencies who are concerned with children’s special needs and disabilities.
- Ensure that staff have opportunities to undertake specialist training related to special needs, to improve and update their knowledge and understanding. Eg Makaton training, autistic spectrum disorders, dyslexia awareness etc
- Make effective use of any available funding and resources to meet the identified needs of children in the nursery.

It is the responsibility of everyone who works for Charters Ancaster Nursery to:

- Know who the appointed SENCO is. (Jazz Diedericks)
- Make themselves aware of the content of this policy.
- Be aware of ‘special educational needs’ and ‘disabilities’ in the context of Early Years provision and understand how statutory, national, and local procedures apply in practice to children under 5.
- Set high, but achievable targets for children with special needs with other staff, parents, and children.
- Liaise with organisations and agencies who are concerned with children’s special needs and disabilities.

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## **CURRENT STATUTORY REQUIREMENTS**

This policy complies with the statutory requirements laid out in the following documents:

- SEND Code of Practice 0-25 (2024)  
<https://www.gov.uk/government/publications/send-code-of-practice-0-25>
- Equality Act (2010)
- The Early Years Foundation Stage (2024)

## **COMMUNICATING WITH PARENTS.**

At Charters Ancaster Nursery we aim to be alert to emerging difficulties and respond early. We understand the importance of listening to parents, who know their child best when they express concerns about their child's development.

The progress of all children is monitored and reviewed. If there is any cause for concern about a child's development we work closely with parents to assess the child's needs and put a plan in place to support the child where needed.

We are aware that sometimes children do not have SEN but that other issues may impact on their progress and attainment. These include :

- Disability (both themselves and their family)
- Attendance
- Health and Welfare
- English as an additional language
- Being a Looked after child
- Financial circumstances

The staff are available at the beginning or end of the day for informal exchanges ,or parents can make an appointment for more in-depth discussions. We provide opportunities for parents to meet with key workers to discuss their child's progress or any concerns they may have at our parent 'Pop in' events twice a year.

Parents are also kept in touch through Family, a digital platform where staff can keep parents updated on their child's progress through messaging, observation and assessment, and where parents can respond or add information to the platform themselves.

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## **TRANSITION**

Charters Ancaster Nursery works closely with other providers to provide a smooth transition for all children including those with SEND. Reception teachers receiving children from Charters Ancaster are invited to the nursery to meet the children and discuss their individual needs and progress with their Key Person and SENCO where necessary. Any paperwork concerning a child's SEN is passed on to the receiving school.

## **COMPLAINTS**

Parents who are unhappy with any aspect of the provision should discuss their concerns with their child's Key person. If concerns continue they may wish to talk to the SENCO or the Nursery Manager. If parents wish to make a formal complaint they should follow the Nursery's complaint procedure which is available from the office or on the website. The local authority also offers a parent partnership service who can give advice.

## **MONITORING AND EVALUATION OF SEND PROVISION**

The SEND policy is reviewed every year to ensure that it is in line with statutory requirements and reflects the up to date practice in the nursery.

The Nursery SENCO meets regularly with the Management team to discuss any issues or pass on relevant information.

The progress of all children is monitored to identify individuals or groups who are not making expected progress.

A check is made at 2 years + of the child's progress.

## **TRAINING AND RESOURCES**

SEN provision is funded through careful budget planning. It is supported by Resourced provision funding received from the local authority to provide high-quality Early Years provision for children with delayed development or disabilities.

All staff are encouraged to undertake on-going training and development and individual needs are identified through the appraisal and supervision process.

The SENCO or a member of the Management Team will attend any meetings provided by the Local Authority to keep up to date with local and national updates in SEND. They cascade information to the rest of the staff and arrange INSET in-house sessions where possible to support this.