



LITTLE BLOSSOM
NURSERY SCHOOL

Little Blossom Nursery School

SEND Policy

Contents:

1. Special Educational Needs and/or Disabilities (SEND) Policy
2. Local offer
3. Equality, Disability and Accessibility Policy
4. Disability Access Fund (DAF) Policy – Early Years Setting
5. Education, Health and Care Plan (EHCP) Funding Policy

At *Little Blossoms Nursery School*, we are committed to providing a welcoming, inclusive, happy and safe environment where every child is valued, respected and supported to reach their full potential.

Our SEND Policy is designed to reflect the principles and requirements of the Early Years Foundation Stage (EYFS), the Special Educational Needs and Disability Code of Practice: 0 to 25 years (SEND Code of Practice) and relevant Ofsted requirements ensuring that children with special educational needs and/or disabilities (SEND) receive appropriate support, encouragement and opportunities to learn and develop alongside their peers.

We recognise that every child is unique and that children may develop at different rates and in different ways. We aim to identify children's individual needs as early as possible and work closely with parents and carers, professionals and other relevant agencies to ensure that appropriate support is provided.

We are committed to:

- Providing an inclusive environment where all children feel safe, valued, respected and able to participate.
- Recognising and responding to each child's individual strengths, interests, needs and abilities.
- Identifying any emerging developmental or learning needs as early as possible through ongoing observation and assessment.
- Working in partnership with parents and carers, recognising them as key contributors to their child's development and learning.
- Adapting our environment, activities, routines and teaching approaches where necessary to support individual children.
- Providing appropriate additional support and reasonable adjustments to enable children with SEND to participate fully in nursery life.
- Working with the Local Authority, health professionals, specialists and other agencies where additional advice or support is required.
- Maintaining appropriate records and reviewing children's progress regularly.
- Supporting children's emotional well-being, confidence, independence and positive relationships.
- Ensuring that all staff have appropriate knowledge, understanding and training to support children with SEND.
- Ensuring that children are never disadvantaged because of their additional needs or disabilities.

Where a concern about a child's development or learning is identified, we will discuss this sensitively with the child's parents or carers and agree appropriate next steps. We will follow a graduated approach of assess, plan, do and review, adapting support as the child's needs develop.

We understand that early identification and effective partnership working are essential in helping children with SEND make progress. Our aim is always to work collaboratively with families and professionals to ensure that every child has the best possible start in life.

If you have any questions or concerns about your child's development, additional needs or the support available at Little Blossoms, please speak to a member of the team. We are committed to listening to families and working together to ensure that every child feels included, supported and able to thrive.

Special Educational Needs and/or Disabilities (SEND) Policy

Little Blossom Nursery School is committed to providing an inclusive, welcoming and supportive environment where every child is valued as an individual and has the opportunity to learn, develop and achieve their full potential.

We recognise that some children may have special educational needs and/or disabilities (SEND), or may develop emerging needs during their time at the nursery. We are committed to identifying needs as early as possible and working in partnership with children, parents and carers, staff and relevant professionals to ensure that appropriate support is provided.

Our approach is based on the principle that every child is unique and should be supported according to their individual strengths, needs, interests and circumstances.

Aims of the Policy

Our aims are to:

- Identify children's additional needs as early as possible.
- Provide appropriate support and reasonable adjustments to enable every child to participate fully in nursery life.
- Promote equality, inclusion, independence, confidence and positive self-esteem.
- Work closely and respectfully with parents and carers.
- Work in partnership with the nursery SENCO, early years professionals and other relevant agencies.
- Follow a graduated approach of Assess, Plan, Do and Review.
- Ensure that children's individual needs are considered when planning activities, routines, outings and the nursery environment.
- Maintain appropriate records and ensure information is handled securely and confidentially.
- Ensure that staff understand their responsibilities in relation to SEND.
- Ensure that children with SEND are protected from discrimination and have equal access to opportunities and experiences.

The EYFS requires providers to have arrangements in place to support children with special educational needs and disabilities, including a clear approach to identifying and responding to additional needs.

Identification of Emerging Needs

Where a member of staff identifies a possible emerging need, concern or difference in a child's development, *we will:*

- Observe the child carefully within everyday activities and routines.
- Record relevant observations, including the child's strengths, interests, progress and areas where additional support may be required.
- Consider the child's development in relation to their individual circumstances rather than making assumptions or comparing them unfairly with other children.
- Discuss observations with the nursery SENCO and relevant members of the team.
- Consider whether further assessment, advice or support may be appropriate.
- Speak with the child's parent or carer at the earliest appropriate opportunity and in a private and respectful manner.
- Listen to and take seriously the views, experiences and concerns of parents and carers.
- Recognise that parents may experience a range of emotions when concerns about their child are raised, and respond with sensitivity, understanding and professionalism.
- Work together with parents to identify appropriate strategies and support.
- Seek advice from the local authority early years SEND team, health visitors, speech and language therapists, educational psychologists or other appropriate professionals where necessary and with appropriate consent, unless information sharing is required for safeguarding or another legal reason.
- Develop an appropriate support plan where required.
- Review the support provided regularly and make adjustments according to the child's progress and changing needs.

We will follow the Assess, Plan, Do and Review graduated approach when identifying and supporting children with SEND. This is the recognised approach within the SEND Code of Practice.

Working in Partnership with Parents and Carers

We recognise parents and carers as key partners in understanding and supporting their child.

We will:

- Share relevant information with parents and carers in a sensitive and timely manner.
- Ask parents about their child's routines, interests, strengths, likes, dislikes and individual needs.
- Listen to parents' knowledge and experience of their child.
- Discuss strategies that are successful at home and consider how these may be used within the nursery.
- Ask parents about any existing professional involvement or reports that may help us understand and support their child.
- Discuss any specialist equipment, communication methods or other adjustments that may be required.
- Signpost parents to appropriate services and sources of support.
- Encourage parents to be involved in reviewing their child's support.
- Respect parents' views while maintaining our professional responsibility to act in the child's best interests.

Effective partnership working with families is an important principle within the SEND framework and wider safeguarding guidance.

The Role of the SENCO

The nursery will have a designated Special Educational Needs Coordinator (SENCO) who will coordinate the nursery's approach to SEND.

The SENCO will:

- Coordinate the identification and support of children with SEND.
- Work with key persons and other practitioners to monitor children's progress.
- Support staff in planning appropriate activities, adaptations and interventions.
- Coordinate the Assess, Plan, Do and Review process.
- Work in partnership with parents and carers.
- Liaise with external professionals and relevant agencies.
- Ensure appropriate SEND records are maintained.
- Support staff with advice, training and professional development.

- Help ensure that the nursery meets its legal and statutory responsibilities relating to SEND and inclusion.
- Support transitions between rooms, settings and school.

Supporting Children with SEND

Little Blossom Nursery School will make reasonable and appropriate adjustments to ensure children with SEND can participate fully in the life of the nursery.

Depending on the child's individual needs, *this may include:*

- Adapting activities and resources.
- Providing additional adult support where appropriate.
- Using visual timetables, symbols, photographs or other communication aids.
- Adapting the environment to reduce barriers to participation.
- Providing additional time or alternative ways for a child to complete an activity.
- Supporting different communication methods.
- Providing appropriate specialist equipment where required.
- Adapting routines and transitions.
- Providing appropriate sensory opportunities or quiet spaces.
- Working with parents and professionals to implement recommended strategies.

We will focus on what the child can do, their strengths and interests, while providing appropriate support for areas where they may experience barriers.

Individual Education Plans (IEPs)

Where a child requires additional support beyond the nursery's ordinarily available provision, *Little Blossom Nursery School* may develop an Individual Education Plan (IEP) or individual support plan.

An IEP will be developed in partnership with the child's parents/carers and, where appropriate, relevant professionals. The plan will be based on the child's individual strengths, needs, interests and developmental stage.

An IEP may include:

- The child's strengths, interests and existing abilities.
- Areas where additional support is required.
- Specific and achievable outcomes.
- Strategies and interventions to support the child.
- Reasonable adjustments to activities, routines or the environment.
- Communication and interaction strategies.
- Resources or specialist equipment required.
- Details of who will provide the support.
- Information from parents/carers and relevant professionals.
- A timescale for reviewing progress.

The IEP will be reviewed regularly using the Assess, Plan, Do and Review (APDR) approach. Parents/carers will be involved in reviewing the plan and agreeing any changes to support.

An IEP does not require a formal diagnosis or an EHCP. Support will be based on the child's identified needs.

Hertfordshire Individual Assessment of Early Learning and Development (IAELD)

Where appropriate, *Little Blossom Nursery School* will use the Hertfordshire Individual Assessment of Early Learning and Development (IAELD) or other assessment tools recommended by Hertfordshire County Council to support our understanding of a child's learning and development.

The IAELD may be used to provide a more detailed picture of a child's individual development where there are concerns about their progress or where additional information is required to inform planning.

Assessment will be undertaken sensitively and will consider the child's:

- Communication and language.
- Personal, social and emotional development.
- Physical development.
- Learning and thinking skills.
- Independence and self-help skills.
- Social interaction.
- Individual strengths and interests.

Assessment information will be used to inform planning and provision rather than to label or limit a child.

Parents/carers will be involved wherever appropriate, and information from home will be considered alongside observations and assessment undertaken within the nursery.

Assessment will contribute to the Assess, Plan, Do and Review cycle and will help us identify appropriate next steps and whether further specialist advice may be required.

Education, Health and Care Plans (EHCPs)

An Education, Health and Care Plan (EHCP) is a statutory plan for children and young people who require special educational provision beyond that which can ordinarily be provided through SEN support.

An EHCP describes a child's special educational needs and, where relevant, health and care needs. It sets out the additional provision and support required to help the child achieve identified outcomes.

Little Blossom Nursery School recognises that the majority of children with SEND can be supported effectively through high-quality SEN support and appropriate adaptations. An EHCP is considered where a child's needs cannot be adequately met through the support ordinarily available. Hertfordshire's Early Years SEND

Team supports settings to provide high-quality SEN support and can provide guidance where an EHCP may be required.

Where a child already has an EHCP

Where a child joins *Little Blossom Nursery School* with an EHCP, we will:

- Obtain and carefully review the child's EHCP.
- Work with parents/carers to understand the child's needs, strengths and outcomes.
- Identify the provision and reasonable adjustments required.
- Ensure staff working with the child understand the relevant provision.
- Put the specified provision into place as far as it is the nursery's responsibility to do so.
- Work with the child's SENCO and relevant professionals.
- Maintain appropriate records of the support provided.
- Monitor the child's progress towards the outcomes identified in the EHCP.
- Contribute information and evidence to reviews.
- Ensure parents/carers and, where appropriate, the child are involved in reviewing provision.
- Support transition to the next setting or school.

Hertfordshire confirms that children aged 0–5 with an EHCP who attend a nursery or pre-school are supported through the Early Years Service, with an Early Years Education, Health and Care Plan Coordinator (EHCCo) allocated to support families and settings with reviews and next steps.

EHCP Annual Reviews

Where a child has an EHCP, *Little Blossom Nursery School* will contribute to the statutory review process.

Reviews will consider:

- The child's progress towards the outcomes in the EHCP.
- Whether the specified provision is being delivered effectively.
- Whether the child's needs have changed.
- The views of the child, where appropriate.
- The views of parents/carers.
- Information from practitioners and relevant professionals.
- The child's future needs and next steps.
- Transition arrangements.

For younger children, Hertfordshire County Council may request that the early years setting holds the review meeting on its behalf. The review should be person-centred and focus on the child's progress, needs and next steps.

Requesting an EHC Needs Assessment

If, despite appropriate and purposeful SEN support, a child's needs cannot be adequately met through the resources and provision ordinarily available within the nursery, we will discuss the situation with the child's parents/carers and SENCO.

Where appropriate, we may seek advice from the Hertfordshire Early Years SEND Team and other relevant professionals.

An EHC needs assessment may be considered where the evidence indicates that the child may require provision that is beyond what can reasonably be provided through SEN support.

Parents/carers will be supported to understand the process and, where appropriate, to participate in any request for an EHC needs assessment.

A child does not need a medical diagnosis or an existing EHCP before the Hertfordshire Early Years SEND Team can provide advice or accept a referral. Support is based on the child's level of need.

Working in Partnership with Hertfordshire

Little Blossom Nursery School will work with Hertfordshire County Council's Early Years SEND Team and other relevant services when additional advice or specialist support is required.

We will ensure that our practice reflects Hertfordshire's current SEND arrangements, *including its focus on:*

- Early identification and intervention.
- Inclusive practice.
- Support based on individual need rather than diagnosis.
- Partnership with parents and carers.
- Multi-agency working.
- The Assess, Plan, Do and Review approach.
- Effective transition planning.

Hertfordshire's current SEND Strategy 2026–2029 places particular emphasis on early identification and support, with guidance and support available without requiring a diagnosis.

Person-Centred Approach

Throughout the IEP, IAELD and EHCP processes, the child will remain at the centre of decision-making.

We will focus on:

- What is important to the child?
- What does the child enjoy and do well?
- What support does the child need?
- What outcomes are we working towards?
- What can the nursery, family and professionals do together?
- How will we know whether the support is working?

Our aim is to ensure that assessment and planning lead to meaningful improvements in the child's learning, development, participation, independence, communication and well-being, rather than simply producing paperwork.

Equality and Reasonable Adjustments

We will not discriminate against a child because of disability or SEND.

The nursery will consider reasonable adjustments to policies, practices, physical arrangements, communication and activities where necessary to prevent a disabled child from being placed at a substantial disadvantage.

We will consider each child's individual circumstances and will work with parents and relevant professionals to identify appropriate adjustments.

This reflects the duties placed on early years providers under the Equality Act 2010. Government guidance confirms that early years settings must make reasonable adjustments for disabled children.

Activities, Outings and Risk Assessment

Children with SEND will be included in activities, trips and outings wherever reasonably possible.

Before an activity or outing, *we will consider:*

- The child's individual needs.
- Accessibility of the venue or location.
- Staffing arrangements and supervision.
- Mobility and access requirements.
- Communication needs.
- Medical or health considerations.
- Sensory needs.
- Behavioural or emotional support requirements.
- Specialist equipment or medication.
- Potential risks and appropriate control measures.
- Emergency arrangements.

Risk assessments will be reviewed where a child's needs change or where additional support or adjustments are required.

We will not automatically exclude a child from an activity or outing because they have SEND. Instead, we will consider what reasonable adjustments can be made to enable them to participate safely and meaningfully.

Specialist Equipment

Where a child requires specialist equipment, we will work with parents and relevant professionals to establish:

- What equipment is required.
- How it should be used safely.
- Who is responsible for operating or maintaining it.
- Whether staff require training.
- How the equipment will be stored safely.
- How the child's independence can be promoted.

Any specialist equipment used within the nursery will be subject to appropriate safety checks and risk assessment.

Confidentiality and Information Sharing

Information relating to a child's SEND, development, health and family circumstances will be treated sensitively and stored securely.

Information will only be shared with those who have a legitimate reason to receive it and in accordance with data protection, safeguarding and information-sharing requirements.

Parental consent will normally be sought before sharing information with external professionals where consent is required. However, consent is not required where there is a lawful basis for sharing information, including where sharing is necessary to safeguard a child or prevent harm.

Staff must never promise parents or carers that information will remain completely confidential where safeguarding concerns arise.

Any safeguarding concern must be dealt with in accordance with the nursery's Safeguarding and Child Protection Policy and relevant statutory guidance.

Working Together to Safeguard Children emphasises effective information sharing and partnership working between families, early years settings and relevant agencies.

A Private and Appropriate Space

Where a child requires additional support, personal care, emotional regulation, communication support or a quiet environment, the nursery will identify an appropriate private space where this can be provided safely and respectfully.

Any arrangements will take account of the child's dignity, safeguarding, supervision and individual needs.

Children will not be isolated or excluded from the group simply because they have SEND.

Working with Other Professionals

Where appropriate, we will work with relevant professionals and agencies to ensure that children and families receive coordinated support.

This may include:

- Local authority early years SEND teams.
- Health visitors.
- Speech and language therapists.
- Paediatricians and other health professionals.

- Educational psychologists.
- Occupational therapists.
- Physiotherapists.
- Social care professionals.
- Specialist teaching services.
- Other professionals involved in the child's care or education.

The nursery will contribute relevant observations and information and implement agreed recommendations where these are appropriate and within the nursery's role and resources.

Early Help and Safeguarding

SEND should not be regarded as a safeguarding concern in itself. However, children with additional needs may require particular consideration when assessing their individual circumstances and safeguarding needs.

Where there are concerns about a child's welfare or safety, these will be managed in accordance with the nursery's safeguarding procedures and statutory safeguarding guidance.

The child's welfare will remain our primary consideration.

Monitoring and Review

Support provided to children with SEND will be reviewed regularly.

Reviews will consider:

- The child's progress.
- The effectiveness of the support provided.
- The child's strengths and interests.
- The views of the child, where appropriate.
- The views of parents and carers.
- Advice from relevant professionals.
- Any changes in the child's needs.
- Whether further assessment or support is required.

The support plan will be amended where necessary so that provision continues to reflect the child's individual needs.

Relevant Legislation, Statutory Guidance and Frameworks

This policy should be read alongside the following legislation, statutory guidance and relevant frameworks:

- Early Years Foundation Stage (EYFS) Statutory Framework
- Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years – statutory guidance for organisations working with children and young people with SEND.
- Children and Families Act 2014 – including the statutory framework for SEND and the duties placed on relevant bodies.
- Equality Act 2010 – including duties relating to disability discrimination and reasonable adjustments.
- Special Educational Needs and Disability Regulations 2014 – supporting the statutory SEND framework.
- Children Act 1989 – including duties concerning the welfare of children.
- Children Act 2004 – including duties relating to safeguarding and inter-agency cooperation.
- Working Together to Safeguard Children 2023, as amended and updated – including expectations around early help, safeguarding, information sharing and multi-agency working.
- Data Protection Act 2018 and UK GDPR – relating to the lawful, secure and appropriate handling of personal information.
- Local Authority SEND Local Offer – including information about local services, support and funding available to children with SEND and their families.
- Relevant Ofsted inspection requirements and guidance, including expectations relating to inclusion, identifying children's needs and providing appropriate support.

Local Offer Policy

At *Little Blossom Nursery*, we are committed to providing an inclusive environment where every child is welcomed, valued and supported to reach their full potential.

We recognise that children develop at different rates and that some children may require additional support because of special educational needs and/or disabilities (SEND).

Our Local Offer explains how we identify and support children with SEND and how we work in partnership with parents, carers and other professionals to ensure that children's individual needs are understood and met.

Our provision is based on the principles of the Early Years Foundation Stage (EYFS), the SEND Code of Practice and Hertfordshire's SEND Local Offer and Quality SEND Offer.

Our Approach to Inclusion

We believe that every child has the right to participate fully in nursery life and to access a broad, balanced and stimulating early years curriculum.

We aim to:

- Provide an inclusive and welcoming environment for every child.
- Identify children's individual needs as early as possible.
- Make reasonable adjustments to enable children with SEND to access learning, play and routines.
- Provide appropriate support based on each child's individual needs.
- Work closely with parents and carers.
- Work in partnership with other professionals and services where appropriate.
- Support children's emotional wellbeing, independence and confidence.
- Ensure children are included in activities, outings and experiences wherever reasonably possible.

Hertfordshire's current SEND approach places a strong emphasis on inclusive practice and early identification and support for children in early years settings.

Identifying Additional Needs

We recognise that children may have additional needs that are identified before they start nursery or may emerge during their time with us.

We use our observations, assessments, knowledge of the child and information from parents and carers to identify any areas where a child may require additional support.

Where concerns arise, we will discuss these with parents or carers and agree appropriate next steps.

A child does not need to have a formal diagnosis before we provide additional support.

Hertfordshire's Early Years SEND Team provides advice and support to early years practitioners and children aged 0–5 with SEND.

Partnership with Parents and Carers

Parents and carers are central to our approach to supporting children with SEND.

We will:

- Listen to parents' views, concerns and aspirations.
- Share information about their child's development and progress.
- Involve parents in identifying needs and planning support.
- Agree appropriate outcomes and strategies together.
- Review support regularly with parents.
- Signpost families to relevant services and sources of information.

We recognise that parents and carers know their children best and their knowledge is an important part of our assessment and planning process.

SEN Support – Assess, Plan, Do and Review

Where a child requires additional support, we will use a graduated approach based on:

Assess

We will gather information about the child's strengths, interests, development and areas where they may require additional support. This may include information from parents, observations and assessments, and advice from other professionals.

Plan

We will work with parents and, where appropriate, other professionals to identify achievable outcomes and agree strategies and adjustments to support the child.

Do

The agreed strategies and support will be put into practice by the child's key person and other relevant staff.

Review

We will regularly review the child's progress and consider whether the support is effective and whether any changes are required.

Where progress remains limited despite appropriate support, we may seek advice from specialist services with parental involvement and consent where required.

Hertfordshire's Early Years SEND Team expects evidence that settings have implemented the graduated approach of assess, plan, do and review when seeking more targeted specialist support.

Reasonable Adjustments

We will make reasonable adjustments to ensure that children with SEND are able to access our provision.

Adjustments may include:

- Adapting activities and resources.
- Providing additional visual support.
- Adjusting the environment.
- Providing additional adult support where appropriate.
- Adapting communication methods.
- Providing additional time or opportunities to complete activities.
- Making changes to routines where appropriate.
- Working with specialist professionals to implement recommended strategies.

Working with Other Professionals

With appropriate parental involvement and consent, we will work with relevant professionals to support the child's development and wellbeing.

This may include:

- Hertfordshire Early Years SEND Team.
- Health Visitors.
- Speech and Language Therapists.
- Occupational Therapists.
- Physiotherapists.
- Paediatricians.
- Educational Psychologists.
- Other relevant health, education or social care professionals.

Hertfordshire's Early Years SEND Team provides specialist advice, guidance, assessment and support to early years settings and families.

Hertfordshire SEND Local Offer

We will signpost parents and carers to the Hertfordshire SEND Local Offer, which provides information about services and support available to children and young people with SEND and their families.

The Hertfordshire Local Offer includes information about:

- Early years support.
- Education and SEND support.
- Health and social care services.
- Education, Health and Care Plans (EHCPs).
- Financial support.
- Support groups and activities.
- Local SEND services.
- Advice and information for parents and carers.

Parents can access the Hertfordshire SEND Local Offer through the Hertfordshire County Council website.

Transition

We recognise that transitions can be particularly important for children with SEND.

We will work with parents, carers and relevant professionals to support children when:

- Starting nursery.
- Moving between rooms or groups.
- Preparing for school.
- Moving to another early years setting.
- Experiencing significant changes to their routine or circumstances.

Where appropriate, we will share relevant information with the child's next setting, with parental involvement and consent where required.

Hertfordshire's Early Years SEND Team can provide support to settings during key transition periods, including starting nursery and moving to Reception.

Staff Training

We are committed to ensuring that staff have the knowledge, skills and confidence to support children with SEND.

Staff will receive appropriate training and guidance and will work with specialist professionals where additional advice or expertise is required.

The nursery's SENCO will coordinate SEND provision and support staff in identifying needs, implementing strategies and monitoring children's progress.

Confidentiality and Information Sharing

Information about children and their families will be handled sensitively and confidentially.

Information will only be shared with relevant staff and professionals where there is a legitimate reason to do so and in accordance with data protection requirements and safeguarding procedures.

Monitoring and Review

The Local Offer will be reviewed regularly to ensure that it reflects the needs of the children attending the nursery and remains consistent with current EYFS requirements, the SEND Code of Practice and Hertfordshire's local SEND arrangements.

We will consider feedback from children, parents, carers, staff and other professionals when reviewing our provision. Parents and carers are encouraged to share their views about our SEND provision and the support their child receives.

Legislation and Guidance

This policy should be read alongside:

- Early Years Foundation Stage (EYFS) Statutory Framework for Group and School-Based Providers.
- SEND Code of Practice: 0 to 25 years.
- Children and Families Act 2014.
- Equality Act 2010.
- Hertfordshire SEND Local Offer.
- Hertfordshire SEND Strategy 2026–2029.
- Hertfordshire Quality SEND Offer.
- Hertfordshire Early Years SEND Team guidance and support.
- Hertfordshire's Quality SEND Offer sets expectations for schools and settings to work collaboratively, involve parents and review and develop the Local Offer.

Useful Hertfordshire Links:

- [Hertfordshire SEND Local Offer](#)
- [Hertfordshire Early Years SEND – Ages 0–5](#)
- [Hertfordshire Early Years SEND Team](#)
- [Hertfordshire SEND Strategy 2026–2029](#)
- [Hertfordshire National and Local SEND Policies](#)

Equality, Disability and Accessibility Policy

Statement of Intent

Little Blossom Nursery School is committed to providing an inclusive, welcoming and accessible environment where every child is valued, respected and supported to reach their full potential.

We recognise that disabled children and adults may experience barriers to participation and may be at risk of discrimination or disadvantage. We are committed to removing or reducing these barriers wherever reasonably possible and ensuring that all children have equal access to our care, learning, activities, resources and opportunities.

This policy reflects our duties under the Equality Act 2010, which replaced the Disability Discrimination Act (DDA) in Great Britain. The nursery will therefore refer to the Equality Act 2010 rather than the former Disability Discrimination Act.

We recognise that disability may include physical, sensory, developmental, cognitive or other long-term conditions and that each child's needs are individual.

Aims

Little Blossom Nursery School aims to:

- Promote equality, inclusion and respect for every child and family.
- Ensure that disabled children are not discriminated against or placed at a substantial disadvantage.
- Make reasonable adjustments to our provision, policies, practices and environment where required.
- Provide equal access to learning, play, activities, outings and opportunities.
- Work closely with parents and carers to understand and meet each child's individual needs.
- Identify and remove barriers to participation wherever reasonably possible.
- Promote children's independence, confidence, dignity and self-esteem.
- Ensure staff understand their responsibilities in relation to equality, disability and inclusion.
- Regularly review our provision to identify areas where further improvements may be required.
- Ensure that complaints or concerns relating to disability discrimination are taken seriously and dealt with appropriately.

Legal and Statutory Framework

This policy is informed by:

- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years
- Early Years Foundation Stage (EYFS) Statutory Framework
- Early Years Foundation Stage Equality Act 2010 guidance
- Working Together to Safeguard Children
- Data Protection Act 2018 and UK GDPR, where personal information is collected and stored.

The Equality Act 2010 places duties on early years providers concerning disability discrimination and reasonable adjustments. These duties apply to the provision of services and education to young children.

Accessibility and Reasonable Adjustments

We will consider reasonable adjustments for individual children and families to ensure that disability does not prevent them from accessing our provision.

Depending on individual circumstances, reasonable adjustments may include:

- Adapting activities, resources and learning experiences.
- Providing alternative methods of communication.
- Using visual supports, photographs, symbols or communication aids.
- Adapting the layout of the environment.
- Providing additional time or support during activities and routines.
- Making appropriate adjustments to transitions.
- Providing suitable seating, equipment or other resources.
- Considering accessibility when planning outings and activities.
- Making appropriate adjustments to our policies and procedures.
- Providing appropriate support during personal or intimate care.
- Working with parents and relevant professionals to identify effective strategies.

Adjustments will be considered on an individual basis and will take account of the child's needs, the needs of the setting and what is reasonable and practicable.

Physical Environment

We will regularly consider the accessibility of our physical environment for children, parents, carers, staff and visitors.

Where appropriate, we will consider:

- Access into and around the nursery.
- Doorways, pathways and entrances.
- Toileting and changing facilities.
- Seating and activity areas.
- Storage and accessibility of resources.
- Lighting and sensory considerations.
- Emergency evacuation arrangements.
- Accessibility of outdoor areas.
- Accessibility when visiting other locations.

Where a physical adjustment cannot reasonably be made immediately, we will consider alternative arrangements to reduce the disadvantage experienced by the individual.

Inclusive Learning and Activities

All children will be encouraged to participate in the full range of activities available at the nursery.

Practitioners will adapt activities where necessary to enable children with disabilities or additional needs to participate meaningfully.

We will:

- Focus on children's strengths, interests and abilities.
- Avoid making assumptions about what a child can or cannot do.
- Provide a broad and balanced range of experiences.
- Adapt resources and activities where appropriate.
- Encourage children to develop independence.
- Promote positive attitudes towards disability and difference.
- Challenge discriminatory language, behaviour or attitudes.
- Ensure that children are not unnecessarily excluded from activities because of their disability.

Working in Partnership with Parents and Carers

Parents and carers are an essential source of information about their child's needs.

We will work collaboratively with parents and carers to:

- Understand the child's individual needs.
- Discuss reasonable adjustments.
- Identify strategies that support the child.
- Share relevant information about the child's progress.
- Develop appropriate support plans where required.
- Review arrangements regularly.
- Seek advice from relevant professionals where appropriate.

Where a child has SEND, the nursery will follow the Assess, Plan, Do and Review approach and work with the SENCO, parents and relevant professionals as appropriate.

Individual Education Plans

Where a child requires additional support, an individual Education plan or other appropriate record may be developed.

This may include:

- The child's strengths and interests.
- Their individual needs.
- Communication requirements.
- Reasonable adjustments.
- Equipment or resources required.
- Support strategies.
- Relevant health or personal care arrangements.
- Risk management arrangements where appropriate.
- Information from parents and professionals.
- Review dates and outcomes.

Records will be kept securely and handled in accordance with our confidentiality, safeguarding and data protection procedures.

Personal and Intimate Care

Where a child requires personal or intimate care, *we will ensure that their:*

- Dignity is maintained.
- Privacy is respected.
- Individual needs are understood.
- Care is provided safely and appropriately.
- Parents' views are considered.
- Relevant care plans are followed.

Children will never be treated less favourably because they require personal or intimate care.

Please refer to our Intimate Care Policy for further information.

Safeguarding

Disability does not in itself constitute a safeguarding concern. However, we recognise that some disabled children may face additional barriers when communicating concerns or accessing help.

We will ensure that safeguarding arrangements take account of each child's communication, developmental and individual needs.

Any safeguarding concern will be dealt with in accordance with our Safeguarding and Child Protection Policy and current statutory safeguarding guidance.

Staff Responsibilities

All staff have a responsibility to promote equality and inclusion.

Staff must:

- Treat every child and family with dignity and respect.
- Follow this policy and related procedures.
- Avoid discriminatory language, behaviour or assumptions.
- Identify barriers to participation.
- Make appropriate adjustments within their role.
- Raise concerns with the manager or SENCO.
- Maintain confidentiality and handle information appropriately.
- Attend relevant training where required.
- Work collaboratively with parents, carers and professionals.

The manager and SENCO are responsible for monitoring the implementation of this policy and ensuring that staff receive appropriate guidance and support.

Discrimination and Unacceptable Behaviour

Little Blossom Nursery School will not tolerate discrimination, harassment or victimisation on the grounds of disability.

This applies to:

- Children.
- Parents and carers.
- Staff.
- Students.
- Visitors.
- Volunteers.
- Contractors and other professionals.

Any concern will be taken seriously and investigated in accordance with our complaints and disciplinary procedures, where appropriate. We will also support children to develop an understanding that everyone is different and that differences should be respected.

Complaints

We welcome feedback from parents and carers and take concerns relating to accessibility, inclusion or discrimination seriously.

Where a parent or carer believes that their child has experienced discrimination or has been placed at a disadvantage because of their disability, they should raise the matter with the manager in the first instance.

We will:

- Listen to the concern.
- Investigate it appropriately.
- Maintain confidentiality.
- Take reasonable steps to address the issue.
- Make changes where necessary.

Provide an appropriate response in accordance with our Complaints Policy.

Monitoring and Review

This policy will be reviewed regularly and whenever there are significant changes to legislation, statutory guidance or the needs of children attending the nursery.

We will monitor our provision to identify whether children with disabilities are able to access our activities, environment and opportunities effectively.

We will consider feedback from:

- Children, where appropriate.
- Parents and carers.
- Staff.
- The SENCO.
- Relevant professionals.

Our aim is to continually improve our practice and ensure that Little Blossom Nursery School remains an inclusive, accessible and welcoming environment for every child and family.

Relevant Guidance

This policy should be read alongside our:

- SEND Policy
- Equality and Inclusion Policy
- Safeguarding and Child Protection Policy
- Intimate Care Policy
- Health and Safety Policy
- Risk Assessment Policy
- Complaints Policy
- Confidentiality and Data Protection Policy
- Medication and Health Needs Policy
- Behaviour and Positive Relationships Policy

Key legislation and guidance: Equality Act 2010; Children and Families Act 2014; SEND Code of Practice: 0–25 years; EYFS Statutory Framework; Working Together to Safeguard Children; Data Protection Act 2018 and UK GDPR.

Disability Access Fund (DAF) Policy – Early Years Setting

The Disability Access Fund (DAF) provides additional financial support to early years providers to help children with disabilities access high- quality early education. This policy outlines how our setting identifies eligible children, manages DAF funding, and ensures it is used effectively to promote inclusion and remove barriers to participation.

Legislative and Statutory Framework

This policy is informed by:

- EYFS Statutory Framework
- SEND Code of Practice (2015)
- Equality Act (2010)
- DfE guidance on the Disability Access Fund
- Local Authority DAF procedures

Eligibility for DAF

A child is eligible for DAF if:

- They are 3 or 4 years old, and
- They receive Disability Living Allowance (DLA), and
- They access their free early education entitlement at our setting.

Parents must provide evidence of DLA entitlement before a claim can be made.

Identification and Notification Process

- Parents/carers are informed about DAF during enrolment and through our SEND information materials.
- The SENCo and management team check eligibility when a child starts or when DLA is newly awarded.
- The setting supports families to submit DLA evidence where needed.
- The Local Authority is notified using the required DAF claim form.

Use of DAF Funding

DAF is not means- tested and is not linked to the number of hours a child attends. The funding must be used to support access, participation, and inclusion.

Examples of appropriate use include:

- Specialist resources such as sensory equipment, communication aids, or adaptive seating.
- Training for staff to better meet the child's needs (e.g., Makaton, autism awareness, medical training).
- Environmental adaptations to improve accessibility.
- Enhanced transition support between rooms or into school.
- Targeted interventions recommended by external professionals.
- Strengthening partnerships with families and multi- agency teams.

DAF cannot be used for:

- General running costs
- Staffing unrelated to the child's needs
- Resources not linked to inclusion or accessibility

Decision- Making and Accountability

- Decisions about DAF spending are led by the SENCo, Manager, and Key Person, in partnership with the family.
- A DAF Support Plan is created to outline how the funding will be used and the intended impact.
- Spending is recorded and monitored to ensure transparency and compliance.
- Evidence of impact is reviewed termly as part of the Assess–Plan–Do–Review cycle.

Partnership with Parents and Carers

We work closely with families to:

- Explain DAF and eligibility
- Co- produce decisions about how funding will be used
- Share progress and impact
- Ensure parents feel informed, respected, and involved

Multi- Agency Collaboration

DAF may be used to support recommendations from:

- Speech and Language Therapists
- Educational Psychologists
- Early Years Specialist Teachers
- Health professionals
- Local Authority SEND teams

The SENCo ensures that DAF spending aligns with professional advice and supports the child's long- term outcomes.

Monitoring, Review, and Evaluation

DAF spending is reviewed termly by the SENCo and Manager.

Impact is evaluated through observations, progress tracking, and feedback from families and professionals.

The policy is reviewed annually or sooner if statutory guidance changes.

Complaints and Concerns

Parents who have concerns about DAF use or eligibility can raise these with the Manager or SENCo. Complaints will be handled in line with our Complaints Policy.

Policy Review Cycle

This policy will be reviewed every 12 months or earlier if required by changes in legislation or Local Authority guidance.

Education, Health and Care Plan (EHCP) Funding Policy

Purpose of the Policy

This policy explains how our setting manages, allocates, and monitors EHCP-related funding to ensure children with identified special educational needs and disabilities receive high-quality, personalised support. It outlines our responsibilities, accountability processes, and partnership approach with families and professionals.

Statutory and Regulatory Framework

Our EHCP Funding Policy is guided by:

- SEND Code of Practice (2015)
- Children and Families Act (2014)
- Equality Act (2010)
- EYFS Statutory Framework
- Local Authority EHCP funding guidance and banding descriptors

Definition of EHCP Funding

EHCP funding is additional financial support provided by the Local Authority to meet the specific, individual needs of a child with an Education, Health and Care Plan. Funding is allocated to the setting, not the family, and must be used solely to deliver the provision detailed in Section F of the EHCP.

Principles of EHCP Funding Use

EHCP funding must be used to:

- Deliver the specified provision in the child's EHCP
- Remove barriers to learning and participation
- Promote inclusion and access to the full EYFS curriculum
- Support the child's long-term developmental outcomes
- Strengthen multi-agency collaboration

Funding cannot be used for general staffing, consumables, or unrelated operational costs.

Identification and Allocation Process

- The Local Authority confirms the EHCP and associated funding level.
- The SENCo and Manager review the EHCP and identify required provision.
- A Provision Map and Support Plan are created to outline how funding will be used.
- Parents/carers are invited to co-produce the plan and discuss priorities.
- Funding is ring-fenced and monitored separately from core budgets.

Examples of Appropriate Use of EHCP Funding

EHCP/high-needs funding should be used to support the special educational provision identified in the child's Education, Health and Care Plan (EHCP) and to enable the child to access and participate fully in their early years education.

Examples may include:

- Targeted staffing, such as additional 1:1 support, small-group intervention or additional key-worker time.
- Specialist resources, such as communication aids, sensory equipment or adaptive furniture.
- Specialist or therapeutic programmes where these form part of the child's identified educational provision or have been recommended by an appropriate professional.
- Training for staff where this is directly related to meeting the individual child's identified needs and is permitted under the local authority's funding arrangements.
- Environmental adaptations to improve accessibility and participation.
- Enhanced transition planning into school, between rooms or between settings.
- Additional time for observations, individual planning and reviewing the child's support.
- Appropriate professional liaison and multi-agency working directly related to the child's SEND provision.
- Additional sessions or hours of attendance, where these are specifically required to deliver the provision identified in the child's EHCP and are permitted under the relevant Local Authority funding arrangements.

For more ideas, explore:

- Specialist resources for SEND
- Targeted intervention examples

Examples of What EHCP/High Needs Funding Should Not Be Used For

EHCP/high-needs funding is intended to provide additional support for children with identified SEND needs. It should not simply be treated as additional general nursery income.

Examples of expenditure that would generally not be appropriate include:

- General nursery running costs that are not related to the child's additional SEND provision.
- Rent, mortgage payments, utilities, insurance or other general overheads of the setting.
- General cleaning, maintenance or routine repairs.
- Normal food, snacks, nappies or other everyday consumables provided as part of the nursery's standard offer, unless specifically required as part of the child's identified additional provision and permitted by the local authority.
- Standard toys, books and resources that would ordinarily be available to all children as part of the nursery's core provision.
- Normal staffing costs required to meet statutory EYFS ratios and operate the nursery, where the staffing would be required regardless of the child's SEND needs.
- Staff wages where the staff member is not providing the additional support or provision for which the funding has been allocated.
- General staff training that is not related to the child's identified SEND needs, or training that the local authority expects settings to access through another funded route.
- Costs relating to other children or general nursery activities that cannot be linked to the child's SEND provision.
- Personal purchases for families or children that are unrelated to the educational provision specified in the EHCP.
- General business expenses or expenditure intended primarily to increase the nursery's overall profitability.
- Contingency or unallocated spending where there is no clear SEND-related purpose.
- Local authority administration or central costs where the funding conditions do not permit this.

- Additional sessions or hours that are provided simply as extra childcare or to increase a child's attendance, where those sessions are not identified as part of the child's additional SEND provision or are not permitted under the Local Authority's funding arrangements.

Additional Sessions and Attendance

EHCP/high-needs funding should not normally be used to fund additional sessions simply because a child requires or would benefit from attending nursery for more hours. Additional sessions should only be funded where there is a clear and demonstrable link to the child's identified SEND needs and the additional provision set out in their EHCP or otherwise agreed with the Local Authority.

Where additional sessions are being considered, Little Blossoms will:

- Ensure there is a clear SEND-related rationale for the additional attendance.
- Confirm that the additional sessions are connected to the child's identified special educational provision.
- Check the relevant Local Authority funding guidance and any conditions attached to the funding.
- Seek clarification from the Local Authority SEND/funding team where it is unclear whether additional sessions can be funded.
- Keep appropriate records demonstrating why the additional sessions were required and how they supported the child's identified needs.
- Additional sessions must not be used as a general means of increasing funded hours, providing additional childcare, or absorbing unused EHCP/high-needs funding.

Keeping Appropriate Records

Little Blossom Nursery School will maintain clear records showing how EHCP/high-needs funding is being used to support the child's identified needs. This may include staffing records, invoices, receipts, intervention records, training records and evidence of specialist resources purchased.

Expenditure should be reasonable, proportionate and clearly linked to the child's needs and the provision identified in their EHCP. Where there is uncertainty about whether an item, service or additional session can be funded, the setting will seek clarification from the relevant Local Authority SEND/funding team before committing the expenditure.

Important: The exact rules for expenditure can vary according to the type of funding received and the Local Authority's funding arrangements. *Little Blossom Nursery School* will therefore follow both the child's EHCP and the relevant Local Authority funding guidance.

The SEND Code of Practice: 0 to 25 years provides the statutory framework for supporting children and young people with SEND, including early years providers

Accountability and Monitoring

We ensure transparent and responsible use of EHCP funding through:

- A dedicated EHCP Funding Record showing spending and provision delivered
- Termly reviews as part of the Assess–Plan–Do–Review cycle
- Evidence of impact through observations, progress tracking, and professional feedback
- Annual review contributions to the Local Authority
- Clear audit trails for all expenditure

The SENCo oversees compliance and ensures provision matches Section F of the EHCP.

Partnership with Parents and Carers

We work collaboratively with families by:

- Sharing how funding will be used
- Involving parents in planning and reviewing provision
- Providing regular updates on progress
- Ensuring communication is respectful, transparent, and supportive

Multi-Agency Collaboration

EHCP funding supports recommendations from:

- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Educational Psychology
- Early Years Specialist Teachers
- Health professionals
- Local Authority SEND teams

The SENCo coordinates communication and ensures provision aligns with professional advice.

Reviewing and Evaluating Impact

Impact is evaluated through:

- Progress against EHCP outcomes
- Observations and assessments
- Feedback from parents and professionals
- Adjustments to provision where needed
- Contributions to annual reviews

Complaints and Concerns

Concerns about EHCP funding or provision should be raised with the Manager or SENCo. Complaints are handled in line with our Complaints Policy.

Policy Review Cycle

This policy is reviewed annually or sooner if statutory guidance or Local Authority processes change.