



JAMmy Tots Nursery – Special Educational Needs (SEN) & Inclusion Policy

Date: April 2026

Manager / SENCO: Jenene Morgan

Next Review: April 2027

1. Purpose

The purpose of this policy is to ensure that all children attending JAMmy Tots Nursery, including those with special educational needs and disabilities (SEND), receive high-quality, inclusive care and education tailored to their individual needs. The policy sets out the nursery's approach to identifying, assessing, and supporting children with additional needs, in line with:

- Children and Families Act 2014
- SEND Code of Practice (0–25 years, 2015)
- EYFS 2025
- KCSIE 2025
- Equality Act 2010

2. Scope

This policy applies to:

- All children enrolled at JAMmy Tots Nursery
- Staff, volunteers, and management
- Parents, carers, and external professionals working with children

3. Policy Statement

JAMmy Tots Nursery is committed to:

- Providing an inclusive environment where every child can thrive
- Identifying and addressing the individual needs of children with SEND
- Promoting equality, respect, and participation for all children
- Working closely with parents and external agencies to provide consistent support

All children are valued equally, regardless of ability, disability, gender, cultural background, or social circumstances.

4. Roles and Responsibilities

Manager / SENCO (Jenene Morgan):

- Oversee the implementation of the SEND & Inclusion Policy
- Liaise with parents, staff, and external professionals regarding SEND provision
- Ensure staff receive appropriate training in supporting children with additional needs
- Maintain accurate records of children with SEND and monitor progress

Staff:

- Observe and document children's development and identify potential additional needs
- Implement individualised strategies and adaptations in the learning environment
- Collaborate with the SENCO and parents to ensure consistent support
- Attend training and use recommended practices for inclusion

Parents / Carers:

- Provide information about their child's needs, medical conditions, and learning history
- Work in partnership with staff to support their child's development
- Participate in review meetings and provide feedback on progress

External Agencies:

- Support the nursery in assessing, planning, and delivering additional support
- Provide specialist advice and guidance for children with complex needs

5. Identifying SEND

Early identification is critical. Signs that a child may have SEND include:

- Delay or difficulty in communication, language, or social skills
- Challenges with learning or understanding concepts
- Difficulty with mobility, self-care, or fine/gross motor skills
- Behavioural or emotional difficulties impacting learning or social interaction
- Sensory processing difficulties or medical conditions affecting participation

Staff observations, developmental checklists, and parental input are used to identify potential needs.

6. Assessing and Planning

- The SENCO conducts assessments to understand the child's strengths and challenges
- Individual Learning Plans (ILPs) or Support Plans are developed
- Plans include clear **targets, strategies, and monitoring arrangements**
- Plans are shared with parents and reviewed regularly
- Adjustments may include differentiated activities, additional support, or specialist resources

7. Supporting Children

- Activities are adapted to meet diverse learning styles and abilities
- Small group or one-to-one support is provided where appropriate
- Staff receive training in communication strategies, behaviour management, and physical support
- The environment is made accessible, safe, and inclusive for all children
- Collaboration with external professionals, e.g., speech and language therapists or occupational therapists, ensures children's needs are met

8. Inclusion in the Nursery Environment

- All children participate in indoor and outdoor activities
- Social, emotional, and physical development is promoted for every child
- Children are encouraged to interact, cooperate, and respect differences
- Staff model inclusive behaviour and foster a culture of empathy and understanding

9. Communication with Parents

- Parents are involved in all stages of assessment and planning for their child
- Regular meetings and progress reports are provided
- Staff listen to parent concerns and integrate parental guidance into support plans

10. Monitoring and Review

- ILPs and support plans are reviewed at least termly or as needs change
- Progress is documented and shared with parents
- SENCO monitors the effectiveness of interventions and adapts strategies as needed
- Policy reviewed annually or in response to statutory updates

11. Confidentiality

- Information about children with SEND is treated confidentially
- Records are shared on a need-to-know basis with staff and external professionals
- Parents have the right to access information regarding their child

12. Conclusion

JAMmy Tots Nursery is committed to providing high-quality, inclusive care and education for all children. By recognising and supporting individual needs, the nursery ensures that every child can achieve their potential in a safe, nurturing, and equitable environment.