

Mehria Wonderland Nursery



Special and Additional Needs Support Policy

Date agreed: 01/09/2025

Review date: 01/09/2027 (or sooner if required)

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Special and Additional Support Needs (SEND) Policy

Policy Statement: At Mehria Wonderland Nursery, we are committed to **providing an inclusive, accessible, and supportive environment** for children with special and additional support needs (SEND). Our aim is to ensure that **all children receive the care, learning experiences, and support they need** to thrive in our setting. This policy outlines our **approach to meeting the diverse needs of children with SEND**, in line with **statutory guidance, best practices, and the EYFS 2025 framework**.

Definition of SEND

- SEND refers to **children with disabilities, developmental delays, or additional needs** that require tailored support to **fully access and participate** in the childcare setting.
- SEND may include **physical, sensory, cognitive, emotional, communication, or social needs** that require additional resources, strategies, or interventions.

Commitment to Inclusivity and Respect

- Every child has the right to **equal access, participation, and opportunities** in our childminding setting.
- We **embrace diversity** and ensure that children with SEND **feel valued, respected, and supported** in all aspects of their care and learning.
- We **challenge discrimination and barriers**, ensuring that our environment is **inclusive and welcoming** to all children.

Identification and Early Intervention

- We work **proactively** with parents and caregivers to **identify potential SEND needs as early as possible**.
- Observations, discussions, and **formal assessments** will be used to determine a child's **strengths, challenges, and required support**.

- We collaborate with **health professionals, educational specialists, and local authorities** to ensure a **comprehensive understanding of each child's needs**.

Individualised Support Plans (ISP)

- **Personalised support plans** will be developed for children with identified SEND needs. These will outline:
 - Specific **goals and strategies** tailored to the child's development.
 - **Adaptations to routines, resources, and activities** to promote participation.
 - Details of **any external support services** involved in the child's care.
- ISPs will be **reviewed regularly** to assess progress and make necessary adjustments.

Staff Training and Professional Development

- Staff members will receive **ongoing SEND training** to ensure they have the **knowledge, skills, and confidence** to support children effectively.
- Training topics will include:
 - **Understanding and supporting different types of SEND** (e.g., autism, ADHD, sensory impairments, speech delays).
 - **Communication strategies and assistive technology** for children with language barriers.
 - **Adapting the learning environment** to enhance accessibility.
- Staff will also have access to **external SEND training and specialist advice** as needed.

Inclusive Learning and Adaptations

- Activities and learning experiences will be **flexible and adapted** to meet **individual needs**.
- We will provide:

- **Sensory-friendly materials** and alternative learning methods.
- **Quiet areas and emotional regulation spaces** for children who may need them.
- **Physical adaptations**, such as ramps or specialist seating if required.
- Group activities will be **structured to promote engagement, collaboration, and peer interactions** in a way that is inclusive of children with SEND.

Accessibility and Environment Adjustments

- We will make **reasonable adjustments** to our environment to accommodate children with SEND, including:
 - Providing **accessible facilities** for children with mobility challenges.
 - Creating **calm and structured environments** for children with sensory sensitivities.
 - Using **visual schedules and communication aids** where necessary.

Social and Emotional Well-being

- We recognise the importance of **emotional and mental well-being** for children with SEND.
- Staff will support **positive social interactions, friendships, and self-regulation strategies** to help children feel safe, confident, and included.

Partnerships with Parents and External Professionals

- We will work **in collaboration with parents** to ensure **consistency in support** between home and the childcare setting.
- Regular **meetings and progress updates** will be provided to parents to discuss their child's development.
- Where necessary, we will liaise with:
 - **Speech and language therapists**

- **Occupational therapists**
- **Specialist SEND advisors**
- **Educational psychologists**
- Parents will be **fully involved** in any decisions regarding their child's **care, interventions, and support strategies.**

Confidentiality and Data Protection

- All information regarding a child's SEND **will be kept confidential** and only shared with **parental consent** or when required by law.
- Any records or support plans **will be securely stored** and used solely for the purpose of enhancing the child's well-being.

Alignment with EYFS 2025 Changes

From **September 2025**, the EYFS framework will introduce **enhanced requirements for SEND provision**, which our policy aligns with by:

- **Emphasising early identification** of SEND needs to ensure that children receive support as soon as possible.
- **Strengthening multi-agency collaboration**, ensuring **effective information-sharing** between childminders, parents, and professionals.
- **Providing tailored training** to staff on **inclusive practices and SEND-specific support strategies.**
- **Reinforcing accessibility requirements**, ensuring **physical and environmental adjustments** for children with disabilities.
- **Encouraging a child-centred approach**, where **individual strengths and abilities** are valued, and children are supported to reach their **full potential.**

Review and Monitoring

- This policy will be **reviewed annually** or **more frequently** if required, to reflect **updates in legislation, best practices, and community feedback.**

- We **welcome feedback from parents, staff, and external agencies** to continuously **enhance our SEND provision** and ensure that every child in our setting **feels supported, valued, and included**.