

Mehria Wonderland Nursery



Date agreed: 01/09/2026

Review date: 01/09/2028

Signed: Zia Razi

Senior Manager

Signed: Zile Humma

Assistant Manager

Special Educational Needs (SEND) Policy

Statement of Intent

Mehria Wonderland Nursery is a fully inclusive and fully integrated setting which operates within the Statutory Framework for the Early Years Foundation Stage (EYFS) 2014 and will offer a place to any child with special educational needs and/or disabilities. We have regard to the DFE Code of Practice (2014) for Special Educational Needs and Disability and also the provisions of the Special Education Needs and Disability Act 2001. We will modify the EYFS, wherever possible and take account of children's individual needs so that

Definition of Special Education Needs

- All children are individuals and have educational needs which are individual to them. Most of these needs are met by a variety of resources available and teaching styles appropriate to their peers.
- 'A child has special educational needs (SEN) if they have a learning difficulty or disability which calls for special provision to be made for them' (SEND Code of Practice, 2014, Page 4).

'A child of compulsory school age or a young person has a learning difficulty or disability if he or she':

- Has a significantly greater difficulty in learning than the majority of others of the same age or
- Has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (SEND Code of Practice, 2014, Page 4-5).

'For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special education provision means educational provision of any kind.

Definition of disability

'Many children and young people who have SEN may have a disability under the Equality Act 2010 that is 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition'. (SEND Code of Practice)

Different areas of Special Educational Needs

There are four main areas of SEN:

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

Aims

- We believe that children with SEND should have access to a broad and balanced curriculum. We aim to provide high quality holistic support focused on the needs of the child, to ensure all children's needs are met.
- We aim to identify any additional needs for children, at an early stage and with the parent's permission request a visit from the Early Years SEND co-coordinator from the local council.
- We will then continue to support the child and family through the assessment stages to ensure that appropriate educational provision is made for them (SEND Code of Practice, 2014, Page 75-79).
- We will take into account the wishes of the child concerned, in the light of their age and understanding.
- We will take into account the views of individual parents/carers in respect of their child's particular needs and work in partnership.
- We will provide activities and learning experiences, and opportunities, to match the needs of individual children, which will enable every child to achieve his/her educational potential, in a happy and safe environment.
- We will regularly review interventions for each child to assess their impact, the child's progress and the views of the child, parents/carers and staff at Mehria Wonderland Nursery.
- Mehria Wonderland Nursery has a responsibility to provide a friendly and supportive atmosphere for all children. Children will be encouraged and helped to overcome difficulties, successes will be celebrated and self-esteem will be promoted.

Staffing

The settings inclusion co-ordinator is **Sofia Hakim**. However, all nursery practitioners will play a role in supporting children with SEND as well during daily routines and practice. We will ensure that all nursery practitioners in the nursery are aware of the importance of identifying and providing for those children who have special educational needs and or a disability.

Admissions

- All children register with the nursery after consultation between parents/carers .
- Mehria Wonderland Nursery adheres to and follows the SEND Code of Practice
- For further information please refer to the nursery's Admissions Policy

Inclusive Practice

- We will provide equality of opportunities and experiences to every child, to ensure a broad and balanced curriculum is available for everyone.
- We will ensure that we encourage children with special educational needs and/or a disability to join in all activities at the nursery.
- Mehria Wonderland Nursery will ensure that the necessary provision is made for any child who has special educational needs and/or a disability. This may include adapting practice or providing the necessary resources.
- Where the nursery has been informed by an outside agency that a child has special educational needs and/or a disability, we will ensure that those needs are made known to all nursery practitioners who provide care for them.

- Mehria Wonderland Nursery will liaise with outside agencies regarding individual children's educational needs as and when necessary.
- For further information please refer to the nursery's Inclusion Policy.

Identification, Assessment and Provision

- The procedure for identification, assessment and review and the graduated approach will be followed in accordance with the SEND Code of Practice, 2014
- We observe all children attending Mehria Wonderland Nursery.
- Observations are key in finding out about children's interests, friendship groups and patterns of behaviour. Through this observational process, we aim to identify special educational needs at the earliest stage possible.
- All practitioners have a responsibility to identify children with SEN and support their development. Practitioners have received training in doing this effectively.
- Two year old progress checks in the prime areas of learning are addressed by the child's key worker. Any concerns will be raised during the key worker/parent/carer appointment to discuss the two year old progress check.

Assessment

- Observations will be recorded to help us plan for the individual needs of the child which will demonstrate areas where additional or different support may be needed.
- If we identify a child who is making little or no progress we will consult with parents/carers and follow the SEND Code of Practice graduated approach.