



Introduction

Since opening in September 2008, Twinkling Toddlers has remained firmly committed to the integration and inclusion of children with Special Educational Needs and Disabilities (SEND). We maintain a strong network of contacts to ensure appropriate referrals are made.

Our Commitment

We are dedicated to enabling all children to fully participate in learning experiences by providing a curriculum that responds to their individual developmental needs. We work in close partnership with parents and relevant external agencies to monitor each child's progress and to provide effective, targeted support when needed.

As an Ofsted-regulated Early Years provider, we recognise that some children have additional needs (SEND) and take all reasonable steps to ensure they receive the care and support required to promote their welfare and development.

Initial Consultation & Care Planning

When a child joins the nursery, we meet with parents/carers to discuss any specific needs their child may have—whether dietary, physical, behavioural, or learning-related. This allows us to:

- Understand the child's needs.
- Assess how best to meet these needs within the setting.
- Ensure quality of care for all children.

Guiding Framework

We aim to adhere to the **Department for Education and Skills (DfES) Code of Practice** on Special Educational Needs. Twinkling Toddlers recognises every child's right to a high-quality Early Years' experience that combines care and learning through play and education.

Our nursery is sensitive to the needs and feelings of children with SEND and their families. We ensure that individual needs are recognised, respected, and addressed.

Parental Involvement

Parents and carers will be actively involved at every stage in the planning and review of their child's support. Collaboration is key to developing effective strategies that benefit the child.

Equality of Opportunity

We believe every child has the right to learn and grow alongside their peers. If your child has additional needs, we will work with you to:

- Support both the child and family.
- Equip staff with the necessary tools and training.



- Access advice and support from relevant outside agencies.
- Make any adaptations required to the environment or curriculum.
- Develop behavioural or educational support plans tailored to your child's needs.

Aims and Objectives

We aim to:

- Promote an inclusive environment where all children are encouraged to reach their full potential and develop a strong foundation for lifelong learning.
- Provide a broad and balanced curriculum that is accessible and responsive to individual needs.
- Work collaboratively with parents and professionals to monitor progress and plan future support.
- Stay informed of current SEND practices and attend ongoing training opportunities.

SENDCOs (Special Educational Needs and Disabilities Coordinators)

- Shannon Ralph

Our SENDCO are responsible for overseeing the support of children with SEND and ensuring that all individual needs are being met.

SENDCO Responsibilities

- Be familiar with the SEND Code of Practice.
- Work closely with parents, carers, and staff.
- Follow the *Assess, Plan, Do, Review* model of support.
- Complete *observation and assessment* documents to identify areas of need and support.
- Attend regular training and identify training needs of staff and parents where appropriate.
- Liaise with and work alongside outside agencies and professionals.
- Maintain accurate and up-to-date SEND records.
- Ensure records are accessible to key staff, parents, and involved professionals.
- Attend multi-agency meetings as required.
- Ensure children have access to specialist resources when needed.
- Apply for additional funding to enhance support, where possible.

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.

Parent/Carer Partnership

Partnership with parents/carers plays a key role in enabling children with SEND to achieve their potential. We fully involve our parents/carers in all aspects of their child's development and obtain permission with a consent form for us to be able to contact the relevant professionals to assist and advise us on the best support for their child/children.

Parents/carers will be part of review meetings for their child's development termly and any

additional meetings required to help support the parent will always be available with our SENCO and/or the child's key person. Any concerns or queries can be made at any time.

We have our settings local offer which explains in more detail what we provide to support children with SEND and their families.

Implementing the Graduated approach

In line with the requirements of the code of practice we use the graduated approach. This consists of four stages of action: assess, plan, do and review. It forms a good basis for reflective practice and developing high quality teaching.

Assess:

- Nursery SENCO and key person conduct a clear analysis of a child's needs, gathering information through observation, assessment, and discussions with the family and other teaching staff.

Plan:

- Based on the assessment, the nursery co-produces a plan with the family, detailing specific provision, desired outcomes, and responsible individuals.

Do:

- The agreed-upon support is implemented, with all staff involved aware of the child's needs and equipped to provide the support.



Review:

- The effectiveness of the provision is monitored and evaluated through regular reviews, usually at least termly, with parents, child and the key person. This review informs the next cycle of assessment and support.

If, following reviews, a child still doesn't make expected progress, the nursery may seek advice from external agencies or, if the needs are significant, request an Education, Health and Care (EHC) assessment.

Education, Health and Care Plan (EHCIP)

Some children may require an **EHC needs assessment** to determine whether an **Education, Health and Care (EHC) Plan** is necessary. The purpose of an EHC Plan is to outline the additional support a child needs across education, health, and social care to achieve the best possible outcomes.

The local authority is responsible for conducting the EHC needs assessment, taking into account a broad range of evidence, including:

- The child's developmental milestones and rate of progress.
- Information about the nature, extent, and context of the child's SEND.
- Evidence of the support and interventions already provided by the nursery.
- Indications that progress has only been achieved through significant additional support.
- Reports on the child's physical, emotional, and social development, including input from health professionals and other agencies.

We will work collaboratively with the local authority and relevant agencies to ensure that the child receives the support outlined in the EHC Plan to achieve the best possible outcomes.

Transitions

Transition to schools/early year's settings will be supported by the SENCO where needed alongside the key person and will include planning and preparation before the child leaves.

Records of achievement and development will be shared with all required agencies and the receiving setting/school.

The transition into the new setting can be supported by visits to the new setting by the child's key person and/ or SENCO with the child and their parent/carer.

There will be information sharing with the new settings SENCO and class teacher/Key person. .

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.



Training and development

Our SENCO will assist the Manager with regular training and updates to practitioners on matters regarding SEND provision. Continued training is important to us and all of our team have access to online training provided by **Birmingham City Council**.

Policy Monitoring and Review

This policy will be reviewed **annually** or sooner if changes in legislation, statutory guidance, or safeguarding practice occur.