

**S.E.N.D and Inclusion Policy**

Woven Nursery Enterprise Ltd. adheres to the SEND Code of Practice (2014), The Equalities Act (2010), and The Children and Families Act (2014).

A child with special educational needs and/or disabilities (SEND) may require reasonable adjustments and additional support encompassing cognitive and learning needs, emotional, social, and mental health needs, sensory needs, communication, and language needs, and/or physical needs throughout their day.

According to the special educational needs and disability (SEND) code of practice (2015), a pupil is considered to have SEN when their learning difficulty or disability necessitates special educational provision beyond what is typically available to peers of the same age.

At Woven Nursery Enterprise Ltd., we adopt a 'strengths, needs, and differences' approach, valuing each child as an individual and recognizing their unique potential.

Every child is assigned a 'Key Person' who serves as the primary point of contact for parent/carers. However, all Woven Nursery Enterprise Ltd. staff share the responsibility of identifying and addressing the wellbeing and educational needs of every child.

Woven Nursery Enterprise Ltd. appoints a Special Educational Needs and Disabilities Coordinator (SENDCo) to support staff in fostering an environment where children can thrive. The SENDCo's responsibilities include advising and supporting colleagues, ensuring staff comprehend their obligations towards children with SEND, aligning with the setting's ethos and approach, informing parents about available support, and involving them closely in their child's childcare journey, liaising with external agencies and professionals, and staying abreast of evolving legislation.

To inclusively support children and families and facilitate the thriving of children with SEND, Woven Nursery Enterprise Ltd:

* Provides high-quality teaching tailored to children's age and developmental stage.
* Implements reasonable adjustments as necessary.
* Offers comprehensive tours of the setting, sends follow-up emails and policies, and collects detailed information via an 'all about me' form.
* Facilitates various channels of communication for parents, including verbal daily handovers, online access via 'Tapestry' between 8:30am-5pm Monday to Friday, and contact via the work mobile.
* Establishes each child's 'starting points' within the first month of enrolment.
* Conducts regular observations, including general and focused observations, and shares findings within the team.
* Gauge children's progress termly during designated 'assessment weeks'.
* Facilitate regular in-house and external training sessions for staff to enhance their skills, maintain motivation, and stay abreast of best practices.
* Conduct thorough '2-year progress checks' between the ages of 2 and 3 years, involving consultations with parents/carers to ensure comprehensive assessment and collaboration.
* Initiate a meeting whenever a child's need for additional support is identified, either by parent/carer or staff, to establish collaborative efforts and commence the 'Graduated Approach'.

The Graduated Approach, as outlined in the SEND Code of Practice (2014), encompasses a structured cycle of targeted interventions that incorporates input from both the setting and parents/carers. This approach is subject to continuous review to proactively address the child's evolving needs.

At any stage of this process, it may become necessary to obtain parental/carers consent and authorisation to initiate a referral through various available support channels, including:

* The Oxfordshire County Council local offer - https://www.oxfordshire.gov.uk/children-and-families/oxfordshire-send-local-offer
* The Oxfordshire inclusion team
* Oxfordshire County Council’s Family Solutions Service (FSS)
* Health Visitor
* Speech and Language services
* Occupational Therapy

Should a family engage with other external agencies or professionals regarding a child's SEND concerns, we will proactively liaise with them as needed, fostering collaboration to enhance our holistic support for the child.

For further information, please refer to the following resources:

* SEND Code of Practice (0 to 25): [Click here](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)
* The Children and Families Act 2014: [Click here](https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted)
* Guidance on the Equality Act 2010: [Click here](https://www.gov.uk/guidance/equality-act-2010-guidance)