



Special Educational Needs and Disabilities (SEND)

This policy represents the agreed principles and commitment to supporting Special Educational Needs and disabilities (SEND) throughout the Nursery. All Nursery staff, representing Jack in the Box Nursery, have agreed to uphold the standards and procedures outlined in this policy.

At Jack in the Box, we aim to provide the highest quality education and care for all our children. We provide a warm welcome to each individual child and family and offer a caring environment where all children can learn and develop to become curious independent learners within their play.

Please reference this policy alongside our Inclusion and Equity, Safeguarding, Positive Behaviour, Safe Touch, and Data Protection policies for details on information collection, data sharing with professionals, and data retention periods.

Introduction

Jack in the Box is committed to fostering an inclusive, supportive, and nurturing environment for all children, including those with SEND. Our practice is informed by the Equality Act 2010, the Children and Families Act 2014, and the SEND Code of Practice (2015). We are dedicated to promoting equality of opportunity and ensuring that every child can thrive, regardless of their individual needs or abilities.

Our Special Needs Coordinator (SENCO) is **Eilish**. At Jack in the box, we have a dedicated area SENCO Michele Tarrant who provides all SENCOs with guidance, strategies, support plans and provides regular training and updates on SEND.

In accordance with the Equality Act 2010 and the SEND Code of Practice 2015, two core duties apply to our early years setting:

- Not to treat a child or an adult with SEN or a disability “less favourably”
- To make “reasonable adjustments” for children and adults with SEN or a disability

We strive to deliver a broad and balanced curriculum, enabling all children to become confident individuals, express their views, and prepare for their transition into compulsory education. The Early Years Foundation Stage guides our planning to address the specific needs of individual children and groups. Staff set appropriate learning challenges and respond to children’s diverse learning needs.

Some children may face barriers to learning that require specific action by the nursery. Where a child falls behind their expected levels, or where a child’s progress gives cause for concern, practitioners consider comprehensive information about the child’s learning and development from within and beyond the setting, including formal checks, practitioners’ professional judgments, observations, assessments, input from parents/carers and from any more detailed assessment of the child’s needs. Special attention is given to a child’s progress in communication and language, physical development, and personal, social, and emotional development. Specialist advice from outside the setting informs any decisions regarding SEND.

A delay in learning and development in the early years does not always indicate SEND. Equally, challenging, or withdrawn behaviour does not necessarily mean that a child has SEND. However, if concerns persist, an assessment is conducted to explore possible underlying factors, such as learning

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or communication difficulties. If external circumstances (e.g., housing or family issues) contribute, a multi-agency approach like the Early Help Assessment or Families First may be adopted.

Children may require SEND support at any time during their nursery development. This policy ensures that curriculum planning and assessment account for each child's unique needs

Aims and objectives

The aims of this policy are:

- Support and make provision for children with SEND, recognising their barriers to learning and/or well-being whilst protecting their protected characteristics.
- identify and meet the individual needs of all children, ensuring they reach their full potential.
- help children with SEND become confident individuals living fulfilling lives.
- create a welcoming, inclusive environment where diversity is celebrated and every child is valued.
- create an environment that meets the SEND requirements of each child.
- Identify, assess, and provide for children requiring additional support through early intervention and timely support.
- clarify the expectations of all stakeholders involved in the SEND process.
- Define the roles and responsibilities of all staff in supporting children with SEND.
- Ensure all children have full access to the nursery curriculum, making reasonable adjustments as needed.
- ensuring the nursery building is accessible to all.
- work in partnership with parents/carers and external agencies to support children with SEND.
- ensure that our children have a voice in the SEND process.
- Communicate with parents/carers around the support for their child.
- regularly review and enhance our SEND provision to ensure compliance with statutory requirements.

Educational Inclusion

Educational inclusion is central to our practice. We believe that every child has the right to access high-quality early education, participate fully in all activities, and has a sense of belonging. Our staff uphold inclusive values, adapting their teaching approaches to respond to the diverse needs by fostering an atmosphere where differences are respected and celebrated.

We offer excellence and choice to all our children, regardless of their ability or needs, maintaining high expectations for everyone. Our approach removes barriers to learning and participation, helping every child feel valued as part of our community. Through appropriate curricular provision, we acknowledge that children:

- have different educational and behavioural needs and aspirations.
- require different strategies for learning, making reasonable adjustments.
- assimilate and communicate information at different rates.
- need a variety of teaching methods and experiences.
- we actively listen to children's views.

Identifying and assessing SEND in children whose first language is not English requires particular care. Early year's practitioners examine all aspects of a child's learning and development to establish whether any delay is related to acquiring English as an additional language or if it arises from a SEND need. Difficulties related solely to learning English as an additional language are not considered a SEND need.

- Staff respond to children's needs by:

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- supporting children with communication, language, and literacy needs
- planning learning experiences using all available senses and experiences.
- Ensure full participation in learning, including physical and practical activities.
- helping children manage their behaviour and participation safely and effectively in learning.
- supporting children in managing emotions, including trauma or stress, to aid participation.
- Prompt special educational provision is crucial during the early years to prevent learning difficulties, loss of self-esteem, frustration, and potential challenging behaviour. Prompt action is vital for improved outcomes and preparation for adult life. (see positive behaviour policy and positive behaviour support plan)

Special Educational Needs

A child is considered to have special educational needs if they require additional support beyond the differentiated activities typically provided and have significantly greater difficulty in learning than most children of the same age. Have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age.

Our approach follows a graduated pathway:

We assess all children upon joining the nursery to build upon prior learning and establish their curriculum starting points. Early identification is key, staff observe and monitor each child's development, seeking to recognise emerging needs as soon as possible.

If our assessments indicate a learning difficulty, we employ a range of strategies, utilising all available resources to build a complete picture of the child's needs. In liaison with the Special Educational Needs Co-ordinator (SENCo), the child's Key person will offer interventions that are 'different from' or 'additional to' those provided as part of the nursery's usual working practices. The Key person will keep parents/carers fully informed and draw upon them for additional information. If the SENCo, Key person, parents/carers feel that the child would benefit from further support, the SENCo will support the child's key person in further assessments of the child's needs. A Developmental Journal would be completed if practitioners are concerned about a child's rate of progress compared with their peers, or when some of their skills appear to be below age-related expectations. The Developmental Journal assesses a child's skills within the setting in collaboration with parents and carers.

We follow the graduated four-part approach- Assess, plan, do, review. (See Jack in the box Local offer)

Assess- Your child's key person and the SENCO will conduct a clear analysis of your child's needs. The views of parents/carers will be considered. We may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to your child's needs. For many children, the most reliable way to identify needs is to observe the way they respond to an intervention.

Plan- In consultation with parents/carers your child's key person and the SENCO decisions will be made on any adjustments, interventions and support needed to be put into place, the expected outcomes, and a clear date for review.

All staff who work with your child will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded and will be made accessible to staff in an individual education plan (IEP)

Parent/carers will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

Do- your child's key person and the settings SENCO retains overall responsibility for progress.

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They will work closely with staff or other specialists involved, planning and assessing the impact of support and interventions and how they can be linked to accessing the nursery environment. The SENCO will support the key person in further assessing the child's strengths and weaknesses, in problem solving and advising on how to implement support effectively.

Review- The effectiveness of the support, interventions and their impact on your child's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and children were appropriate.
- The level of progress your child has made towards their outcomes/targets.
- The views of staff who work with your child.

The key person and the SENCO will revise the outcomes and support considering your child's progress and development, and in consultation with parents/carers.

We record the strategies used to support children within an Individual Education Plan (IEP). IEP's show the short-term targets set for children and the teaching strategies to be used. It will indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place every half term with new targets set and agreed with parents/ carers. Parents/carers will be involved in the writing and review of each IEP.

If the IEP review identifies that support is needed from external professionals, we will consult with parents/carers before seeking involvement from outside services. In most cases, children will be seen in the nursery by external support services. This may lead to 'additional' or 'different' strategies and external support outside of the nursery. External support services will provide information for the child's new IEP. The new strategies within the IEP will, wherever possible, be implemented in the child's nursery setting.

If significant concerns persist, a statutory assessment request may be made to the Local Authority by the SENCO, supported by a range of comprehensive written evidence to support the request. The SENCO may also apply for Local Higher Needs Funding, Targeted Funding, and Disability Access Funding (DAF) as appropriate.

Some children at Jack in the Box Nursery may display significant challenging behaviours. Staff use various strategies for challenging behaviour, but some children may require further support which may include developing a nurture plan in partnership with the SENCO, your child's Key Person, outside agencies, parents/cares, include key targets and support strategies. External advice is sought as needed, and Nurture Plans are implemented and reviewed by all staff. (See Positive Behaviour Policy for further strategies.)

4 Areas of need

Area Of Need	Main characteristics	Support strategies/ Ordinary Available Provision
Communication and interaction	Children with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Children who have autism often have needs that fall in this category.	• Using different methods of communication such as objects of reference, photos and symbols. • Providing personalised visual timetables/ prompts to support transitions throughout the day using Widgit. • Using clear developmentally appropriate language and fewer words/ instructions

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		• Use Now and Next boards • Use social stories • Targeted language groups
Cognition and learning	Children with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment	• Providing personalised visual timetables/ prompts to support transitions throughout the day using Widgit. • Visual labelling of resources for easy access to the curriculum. • Offering additional time to complete tasks/ activities and process information. • Using clear developmentally appropriate language and fewer words/ instructions • Provide a range of scaffolding strategies and approaches • Make reasonable adjustments and adaptations to resources/the environment.
Social, emotional, and mental health	These needs may reflect a wide range of underlying difficulties or disorders. children may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive, or disturbing behaviour, or by children becoming withdrawn or isolated.	• Provide calm, quiet spaces to reduce triggers or sensory overload and support de-escalation and co-regulation. • Use verbal scripts and visual prompts refer to child's individual nurture plan • Promote self-regulation, calm boxes sensory breaks, breathing techniques and mindfulness. • Follow our positive behaviour policy regarding attachment aware and trauma-informed approaches. • Support with building, maintaining and repairing relationships. • Supportive staff model positive interactions and provide regular check ins, supporting the child to overcome challenges themselves.
Sensory and/or physical	Children with these needs have a disability that hinders them from accessing the educational facilities generally provided. Children may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These children may need ongoing additional support and equipment to access all the opportunities available to their peers.	• Providing height adjustable furniture increasing accessibility. • Ensure there is adequate space for equipment. • Use visual aids and audio/visual recordings such as sound buttons. • Ensure we are face on when communicating. • Using different methods of communication such as objects of reference, photos and symbols.

		• Providing personalised visual timetables/ prompts to support transitions throughout the day using Widgit. • Using clear developmentally appropriate language and fewer words/ instructions. • Make reasonable adjustments and adaptations to resources/the environment. • Be the narrator for children's play. • Offering additional time to complete tasks/ activities and process information. • Recognise the additional effort and concentration that is needed and provide rest breaks as and when needed. • Supportive staff model positive interactions and provide regular check ins, supporting the child to overcome challenges themselves. • Provide alternative resources e.g. larger objects for manipulation
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Ordinary Available Provision (OAP)

Ordinary Available Provision (OAP) constitutes to the standard level of support and resources that we deliver for all our children through high quality, differentiated teaching that responds to their diverse needs. This essential provision is designed to be accessible to every child, including those who may have emerging or identified special educational needs and disabilities (SEND). Importantly, access to these provisions does not require statutory assessment or an Education, Health, and Care Plan (EHCP).

At Jack in the Box, we adhere to Hertfordshire's OAP framework, which sets out clear expectations for inclusive practice. Central to this framework is the delivery of high-quality teaching, implementation of differentiated activities tailored to the varied/diverse abilities, and the creation of accessible learning environments. We effectively utilise observation and assessment strategies to identify, address and respond to each child's individual needs and requirements and make reasonable adjustments to ensure every child can succeed. We ensure that every child, including those with SEND can access a broad and balanced curriculum and make progress alongside their peers.

Collaboration forms an integral part of OAP practice, with a strong emphasis on working closely with parents, carers, and external agencies ensuring there is a holistic approach to supporting children's development and learning ensuring early identification. This collaborative approach ensures that the wider context of each child's circumstances and experiences are supported within our setting. Please see table above sharing support strategies within our ordinary available provision.

Wellcomm Speech and Language Toolkit

We use the Wellcomm toolkit as part of our universal screening process to assess children's speech, language, and communication development. All children are screened within their first term, and the results inform any necessary interventions. WellComm is a comprehensive speech and language toolkit FOR children from 6 months to 6 years.

The WellComm system is:

- An approach that operates in **partnership with parents/carers**.
- A means of tracking the progress of **all children**, regardless of ability.
- The opportunity to **identify areas of concern** in language, communication, and interaction development, to ensure targeted early intervention.
- An array of resources enabling delivery of focused activities to
 - **target** those children who have some language difficulties,
 - **enhance** the skills of all children and
 - **increase** the number of children whose language, communication and interaction development are within the expected range for the age group.
- A means of **monitoring the success** of the strategies the nursery uses to enhance communication skills.
- An **assessment** that can be used at different stages of the child's development to understand progress.
- A **diagnostic tool** to enable SENCOs to advise parents/carers should the need arise for external help and support (such as speech and language therapists)
- A range of **fun and play-based** activities to address children's language needs.
- A means of **collaborative working**.

How does it work?

Every child is assessed for around 10 – 15 minutes on their understanding of what is being said to them (*receptive language*) and how they communicate verbally (*expressive language*). This assessment is partly completed through the everyday observations that your child's key person carries out in nursery to assess his/her progress throughout the whole of the Early Years Foundation stage curriculum. But also involves a few targeted questions such as asking your child to point out various pictures or follow some instructions.

Each child's pace and concentration span is taken into consideration, and the overall assessment may be done in several stages. However, we find that most children enjoy being asked the questions in WellComm and the activities we set for them as a follow up.

How will Jack in the Box inform you on your child's WellComm assessment?

We expect to find that most children are not falling behind in their language development. If your child is not in need of any support, then your child's key person will be able to reassure you of this.

Children identified as requiring additional support receive targeted activities and regular reviews to monitor progress, parents/carers are notified of the focus area and provided with activities to support their child at home, such as songs, rhymes, games, and play-based exercises.

Early Support

Early intervention is crucial to supporting children and families. Where additional needs are identified, we work closely with parents/carers and the Families First team to access Early Help services. This may include Early Support plans, signposting to relevant services, and coordinating multi-agency support. Our aim is to ensure that families receive timely assistance to prevent escalation of needs.

Early Support supports parents and carers of children aged five and under with complex or significant additional needs by coordinating services from various agencies. This makes it easier for families to co-ordinate their child's health, education, and social care needs.

Some families may have a key worker who provides advice and support as needed and can help negotiate the system. Families can decide what works best for them.

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Early Support has developed a wide range of resources, training courses, and workshops. They include:

- A Family Pack containing information booklets about services and a Family File for easy information sharing with providers.
- materials and resources to record your child's development.
- information booklets on a range of disabilities and conditions
- A range of training courses developed for families and carers to utilise resources and services offered by Early Support.

Education Health and Care Plans (EHCP)

If, despite targeted interventions, a child does not make expected progress, and their needs cannot be fully met through our setting's resources and graduated approach the nursery will work with parents/carers and external professionals to request an Education, Health and Care (EHC) plan assessment. An EHCP is a legally binding document outlining all educational, health, and care needs arising from a child's disability.

Where a child has an EHC plan, we ensure its recommendations are implemented, progress is reviewed regularly, and the plan is updated as necessary to reflect the child's changing needs, the local authority **must** review that plan every six months up until the child is five years of age, after the age of five this becomes annually. As part of the review, the local authority can ask settings, and require maintained nursery schools, to convene and hold the annual review meeting on its behalf.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepares them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents/carers and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

Early Help – Families First Assessment

Families First is Hertfordshire's early help program for families. It is aimed at taking action to support a child, young person, or their family, as soon as issues arise. This can be at any stage in a child's life from pre-birth to adulthood and applies to any need the family cannot resolve on their own. For more information, visit www.hertfordshire.gov.uk/familiesfirst

Roles and Responsibilities

At Jack in the Box Nursery the SENCO and Assistant SENCo -work with each child's Key Person and are responsible for:

- manage the day-to-day operation of this policy.
- Inform parents/carers that their child may have SEND and liaise with them about the child's needs and any provision made.
- Coordinating SEND provision and responses.
- support and advise colleagues.

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- Oversee the records of all children with SEND.
- Implement the settings Local Offer.
- act as a link and point of contact for parents/carers, external agencies, the local authority, and support services to make sure appropriate provision is provided.
- Liaise with the child's next providers of education to make sure that the child and their parents/carers are informed about their options and that a smooth transition is planned.
- monitor and evaluating SEND provision.
- Managing resources to support SEND provision.
- Advise on the graduated approach to providing SEND support and differentiating activities and teaching methods appropriate for the individual child.
- contributing to staff professional development and sharing relevant updates/training, some of which can be sourced from our online training provider 'Flick.' To ensure that children with SEND receive appropriate support and high-quality teaching.

Local Offer

Local authorities (Hertfordshire) **must** publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area with SEND, including those without an Education, Health and Care plans (EHCP). In setting out what they 'expect to be available', local authorities should include provision which they believe will be available.

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible, and up-to-date information about the available provision and how to access it, and
- Make services more responsive by involving children, parents, and service providers in development and review.

(Please see Jack in the Box's local offer)

Allocation of resources

We allocate resources in line with individual needs, ensuring that children with SEND have access to appropriate staffing, funding, and equipment. Staff receive ongoing training to develop their understanding of SEND and effective support strategies. Where necessary, we adapt our environment and invest in specialist resources to enable full participation.

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the nursery, including the provision for children with additional needs. We may apply with parental consent for Local higher needs funding and Disability access funding through Hertfordshire County Council.

Assessment

Early identification is vital. Nursery staff inform parents/carers at the earliest opportunity to any concerns and enlist their active input and support.

The SENCO and staff continually assess and monitor the children's progress in line with existing nursery practices. This is an ongoing process.

The SENCO works closely with parents/carers and their key person to plan an appropriate programme of support.

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The assessment of children reflects as far as possible their participation in the whole curriculum of the Nursery. The Key person and the SENCO can break down the assessment into smaller steps to aid progress and provide detailed and accurate indicators.

Access to the curriculum

All children are entitled to a broad, balanced, and flexible curriculum tailored to their needs. We use a range of teaching approaches, adapt activities and differentiate learning intentions, using assessments to inform their next stage of learning. Additional adult support, visual aids, and alternative communication methods are used where appropriate. IEPs provide a small-steps approach by breaking down the existing levels of attainment into finely graded steps and targets, ensuring that children experience success. Children are supported to participate in shared learning experiences, there may be times when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside or away from the main learning environment.

Children learn to:

- understand the relevance and purpose of learning activities.
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Partnership with parents/carers

At Jack in the Box, we work closely with parents/carers, recognising they are experts on their child and we value their knowledge and contributions in supporting their child with SEND. We encourage an active partnership through an ongoing dialogue with parents/carers. Parents/carers are integral to contributing to our support for children with SEND and participate in all decisions regarding their child's support and are encouraged to share their views and feedback.

We hold half- termly meetings with parents/carers to review the progress of their child against the targets set in the IEP and to set new targets for the next half term. We inform parents/carers of any outside interventions, and we share the process of decision-making by providing clear information relating to the education of children with SEND. We offer guidance, signposting, and emotional support when needed.

Pupil participation

The voice of the child is central to our SEND approach. We encourage children to share their thoughts, preferences, and feelings about their learning and support. Children are encouraged to take responsibility and make decisions where appropriate. This is part of the culture of the nursery and relates to children of all ages and all abilities. The nursery recognises the importance of children developing socially as well as developing their educational skills.

Attendance

Children with SEND may face complex barriers to attendance. Children with SEND have a right to an education the same as any other child and therefore the attendance ambition is the same as it is for any other child. However, they may need additional support. Our approach to supporting children who are absent from nursery due to their SEND need is set out in our child placement, admissions, and attendance policy.

Safeguarding

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We recognise that children with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation, and neglect in this group.

For more details of the support, we offer pupils with SEND, and the support we provide to help children overcome any communication barriers they face, see our safeguarding/child protection policy.

Partnership with Area SEND Team

We maintain close links with the Area SEND Team, seeking advice, support, and training as required. Referrals to the team are made with parental consent, and joint working ensures that interventions are coordinated and effective. We participate in local forums and networks to share best practice and stay informed about developments in SEND provision.

Special Advisory Teachers (SATs)

Are qualified teachers with specialist SEND experience and qualifications. Specialist Advisory Teachers work with individual children and their families and/or educational providers, assessing the needs and giving practical advice and guidance and offering training.

Early Years Inclusion Specialists (EYIS)

Early Years Inclusion Specialists (EYIS) are highly experienced, specialised learning support practitioners. They work alongside staff to model interventions and strategies suggested in their advice and guidance. EYIS can offer support in the home, Early Years settings and schools. They deliver training and offer group sessions for children and their families.

Inclusion Development Officers (IDO)

Inclusion Development officers (IDO) have extensive and varied experiences in Early years and SEND. They work with practitioners to develop inclusive practise by training staff and enhancing systems and processes within the nursery.

The SEND team and Inclusion development officer (IDO) help make the links between education, health, and social care to facilitate appropriate early provision for children with SEND and their transition to compulsory schooling.

Typically, the role of the Area SEND team includes:

- providing advice and practical support to early years providers about approaches to identification, assessment, and intervention in line with the SEND Code of Practice
- providing day-to-day support for setting-based SENCOs in ensuring arrangements are in place to support children with SEND
- strengthening links between the settings, parents/carers, schools, social care, and health services
- developing and disseminating good practice
- supporting the development and delivery of training both for individual settings and on a wider basis
- developing links with networks to support smooth transitions to school nursery and reception classes informing parents of impartial information and support services.

Monitoring and Evaluation

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The SENCO monitors children's progress within SEND, providing staff with regular summaries of the impact of the policy and the practice within the nursery. This policy is reviewed annually to ensure it remains effective and compliant with statutory requirements.

The SENCO and your child's key person draw up Individual Education Plans for your child, track the outcomes for children with SEND, and seek feedback from staff, parents/carers, and professionals. The SENCO and the managers hold regular meetings to review the work of the nursery in this area, improvement is a priority, and changes are made in response to evaluation findings and emerging best practice.

The SENCO monitors the progress of children with SEND half- termly and discusses findings with all staff, parents/carers. If a child with SEND changes nursery or moves onto their school setting the SENCO will prepare the files and transfer the appropriate records to the receiving school/ nursery in a secure manner (usually by hand), to a named person and separate from the child's general file. A "Transfer Form" will be completed and stored in the child's file.

For further information or advice regarding this policy, please contact the Special Educational Needs and Disability Coordinator (SENco) **Eilish SENCO**

This policy was adopted by the managers and staff in September 2025

Signed on behalf of Jack in the Box Manager.....

Staff signatures: