

Butterflies Montessori Nursery  
**Special Education Needs and Disabilities (SEND) Policy**

### **Policy statement**

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

- We have regard for the DfES Special Educational Needs and Disabilities Code of Practice (2014).
- We ensure our provision is inclusive to all children with special educational needs and disabilities.
- We support parents and children with special educational needs and disabilities (SEND).
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEND strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

### **Procedures**

We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. Our SENCO is Michele Dann

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We ensure that the SENCO attends the 2 day SENCO Induction training held by Cornwall Council, which will then be updated every 3 years or where legislation changes. Where ratios allow, we will ensure other members of staff attend the SENCO Induction training, to allow them to offer support to the SENCO under their direction.

The SENCO will attend a minimum of 6 hours of SEND related training per year, including attendance at the SENCO cluster group meetings to support further local networking. Staff attending any SEND training will cascade it to other members of staff, unable to attend, provide in-service training for parents, practitioners and volunteers where needed.

We ensure that the provision for children with special educational needs is the responsibility of all members of the setting. We use the graduated response system for assessing, planning, do and reviewing in response to SEND Support and ensure children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability. We provide a broad, balanced and differentiated curriculum for all children with special educational needs and disabilities.

We work closely with parents/carers of children with special educational needs to create and maintain a positive partnership. Parents are informed at all stages of the assessment, planning and review of their child's education. We provide parents/carers with information on sources of independent advice and support.

We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.

We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff. This is reflected in our Local Offer.

We provide a complaints procedure and monitor and review our policy annually

This policy was reviewed and amended April 2023  
(Policies dated and signed by Manager in nursery 'Policy and Procedure File')