EDUART GLOBAL LEARNING CIC | HAPPY HOGLETS MULTILINGUAL NURSERY

Special Educational Needs and Disabilities (SEND) Policy

Aligned with the SEND Code of Practice (2015), Equality Act 2010 & EYFS Statutory Framework (Sept 2026)

Setting & Premises	Happy Hoglets Multilingual Nursery, Unit 1, Wolseley Trust Business Park, Plymouth, PL2 3BY	**Age Range & Capacity**	2–5 Years (Registered Capacity: Up to 20 children)
Setting SENCo & DSL	Claudia Cristina Zolde (Nursery Manager)	**Deputy DSL & First Aid Lead**	Irina Ecaterina Matei (Deputy Manager)
Effective Date	01 September 2026	**Next Review Date**	01 September 2027 (Annual)

1. Policy Statement & Statutory Commitment

At **Happy Hoglets Multilingual Nursery**, we are committed to providing an inclusive, nurturing, teacher-led environment where every child—including children with Special Educational Needs and Disabilities (SEND), disadvantaged children (EYPP), and children known to social care—can thrive and achieve their full potential.

We ensure that high-quality inclusive support is ordinarily available and embedded into everyday practice across our indoor classroom and off-site sessions at the **Wolseley Trust Community Garden and Community Hall**, in full compliance with the **SEND Code of Practice (0–25 years, 2015)**, the **Equality Act 2010**, the **Children and Families Act 2014**, the **EYFS Statutory Framework (effective 1 September 2026)**, and the **Ofsted Early Years Inspection Toolkit (June 2026)**.

2. Core Aims

- Identify emerging or changing developmental needs as early and accurately as possible through responsive observation and the **EYFS Progress Check at Age Two**.
- Maintain high, ambitious expectations for all children with SEND without lowering expectations of what they can achieve.
- Reduce barriers to learning, communication, physical access, and emotional wellbeing by making proactive reasonable adjustments.
- Work in transparent, respectful partnership with parents/carers and Plymouth external specialists (Health Visitors, Speech & Language Therapists, Area SENCo, Educational Psychologists).
- Promote the **Plymouth Local Offer** so families know what local support services are available and how to access them.

3. Definition of SEND & Distinguishing EAL

A child has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them. Needs fall across four broad areas:

- **Communication and Interaction:** Speech, language and communication needs (SLCN), social communication differences, or autism spectrum conditions.
- **Cognition and Learning:** Developmental delay, moderate or severe learning difficulties, or specific learning differences.
- **Social, Emotional and Mental Health (SEMH):** Difficulties with emotional regulation, attachment, anxiety, or withdrawn/challenging behaviours.
- **Sensory and/or Physical Needs:** Visual or hearing impairments, multi-sensory impairments, physical disabilities, or complex medical needs requiring physical adaptations.

Multilingual & EAL Distinction (Crucial at Happy Hoglets)

Learning English as an Additional Language (EAL) is **not** a Special Educational Need. Where a multilingual child shows delayed communication, the Key Person and SENCo work closely with parents to assess whether the delay is also present in the child's **home language** before considering SEND intervention.

4. The Graduated Approach (Assess → Plan → Do → Review)

In line with the SEND Code of Practice and Plymouth's Graduated Approach to Inclusion (GATI), we operate a continuous four-stage cycle:

Stage	Happy Hoglets Practice & Documentation
1. ASSESS	The Key Person and SENCo gather baseline insights from parents at induction, conduct regular play-based observations across our Six Learning Worlds, review the Age 2 Progress Check, and complete Plymouth's *Ordinarily Available Provision* checklist.
2. PLAN	The SENCo, Key Person, and parents/carers meet to agree SMART targets, reasonable adjustments, sensory/visual resources, and home-nursery strategies, recorded on an **Individual Education Plan (IEP)** or Individual Healthcare Plan (IHP).
3. DO	The Key Person remains responsible for working with the child daily, supported by the SENCo and team to deliver targeted small-group or 1:1 interventions during everyday routines, indoor play, and outdoor garden/ hall sessions.
4. REVIEW	IEPs and support strategies are formally reviewed with parents/carers **at least every 6 weeks** (or sooner if needs change). Progress is evaluated against targets to decide next steps or external specialist referrals.

5. Tiered Provision & Individual Education Plans (IEPs)

- **Universal / Ordinarily Available Provision:** Differentiated teaching, visual timetables, Makaton/gestures, calm sensory spaces, multilingual songs/storytelling, and adaptive resources accessible to every child.
- **Targeted Support (IEPs):** Structured, time-bound SMART targets documented in an IEP, stored securely in confidential SEND files and shared with practitioners delivering daily care.
- **Specialist Support & Multi-Agency Referrals:** With parental consent, the SENCo initiates an **Early Help Assessment Tool (EHAT)** and Team Around the Family (TAF) meetings, or refers to Plymouth Speech & Language Therapy (SaLT), Community Paediatricians, or Plymouth Early Years Inclusion Services.
- **Education, Health and Care Plans (EHCPs):** Where a child continues to make limited progress despite sustained targeted intervention, the SENCo gathers graduated-approach evidence and supports parents to request a statutory EHC Needs Assessment via Plymouth's SEND Statutory Assessment Team.

6. Roles, Training, Transitions & Complaints

- **Setting SENCo (Claudia Cristina Zolde):** Leads day-to-day SEND policy operation, coordinates IEPs and multi-agency referrals, advises practitioners, manages EYPP/SEND inclusion funding, and maintains confidential SEND records.
- **Key Persons & Staff:** Implement inclusive adjustments daily, track developmental milestones, celebrate every child's strengths, and complete ongoing SEND and inclusive communication CPD.
- **Enhanced Transitions:** When a child moves to primary school or another setting, the SENCo holds a transition planning meeting with parents, the receiving SENCo, and external specialists, using photo books and social stories to prepare the child.
- **Complaints & Local Signposting:** Any concerns about SEND support should be raised first with the SENCo/Nursery Manager (**07445 961393**) under our Complaints Policy. Families can also contact **Plymouth Information, Advice and Support for SEND (PIAS)** or access the **Plymouth Online Directory Local Offer**.

Policy Approval & Annual Sign-Off

Approved By (SENCo, DSL & Nursery Manager): Claudia Cristina Zolde	**Verified By (Deputy Manager & Deputy DSL):** Irina Ecaterina Matei
Signature: _____ **Date:** 01/09/2026	**Signature:** _____ **Date:** 01/09/2026