

Bizzie Lizzies Nursery and Pre School.

Nursery Ofsted URN- EY392303
Preschool Ofsted URN – EY2549120 RP
number - 906327

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**Special Educational
Needs and Disabilities
(SEND) Policy**

1. Policy Statement

At Bizzie Lizzies, we are committed to providing an inclusive environment where every child, regardless of ability or need, can thrive. We recognise that some children have **Special Educational Needs and Disabilities (SEND)** and require additional support to reach their full potential. This policy ensures that all children receive the right support, in partnership with families and relevant agencies.

2. Definition of SEND

A child has SEND if they have a learning difficulty or disability that requires **special educational provision**, meaning provision that is **different from or additional to that normally available to children of the same age**. This may include difficulties with:

- Communication and interaction
- Cognition and learning

- Social, emotional, and mental health
 - Sensory or physical needs
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3. Identification of SEND

Children's needs are identified through a combination of:

- Observations of development and learning
- Information from parents or carers
- Assessments using appropriate tools and checklists
- Reports from external professionals (if applicable)
- Monitoring of progress against developmental milestones

Early identification allows us to provide targeted support as soon as possible.

4. Supporting Children with SEND

Our approach includes:

- **Inclusive practices:** Ensuring all activities are accessible to all children
 - **Differentiation:** Adjusting teaching methods and resources to meet individual needs
 - **Targeted interventions:** Providing additional support, small group work, or one-to-one activities tailored to the child's needs
 - **Graduated approach:** Following a cycle of **assess** → **plan** → **do** → **review** to ensure support is effective and adjusted as required
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5. Setting Commitment to Inclusion

We believe every child should feel valued and included. This includes:

- Celebrating diversity
 - Encouraging peer support and friendship
 - Ensuring all areas of the nursery are physically and socially accessible
 - Promoting positive attitudes to difference
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6. Working with Relevant Agencies

We actively collaborate with external professionals to support children with SEND, including:

- Speech and language therapists
- Educational psychologists
- Health visitors and medical professionals
- Social care teams

Regular communication with these agencies ensures that children's needs are fully understood and met.

7. SEND Leadership

Our dedicated SEND leads are:

- **Sarah Edwards**
- **Kate Davies**

They are responsible for:

- Overseeing the SEND policy and provision
 - Supporting staff with strategies and resources
 - Liaising with families and external agencies
 - Monitoring and reviewing children's progress
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8. Commitment to Continuing Professional Development (CPD)

All staff receive ongoing training to:

- Develop knowledge and understanding of SEND
 - Implement effective inclusive strategies
 - Monitor and assess progress accurately
 - Ensure the nursery is responsive to emerging needs
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9. Graduated Approach

1. **Assess** – Identify children's needs through observations, assessments, and parental input
2. **Plan** – Develop a personalised plan with specific outcomes and strategies

3. **Do** – Implement targeted interventions and inclusive practices
 4. **Review** – Evaluate progress and adjust support accordingly
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10. Targeted Interventions

- Delivered based on individual needs identified through assessment
 - Can include small group sessions, speech and language support, social skills programs, or sensory activities
 - Monitored for effectiveness and adjusted as required
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11. Monitoring and Review

- SEND provision is regularly reviewed by SEND leads, staff, and external professionals
 - Parents/carers are involved in all stages of planning and reviewing
 - Outcomes are recorded and shared to ensure accountability and continued progress
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12. Equal Opportunities

All children have the right to access a high-quality early years experience. We strive to remove barriers and provide equitable support to enable every child to succeed.