

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.