



Little Curiosities SEND/Inclusion Policy

Little Curiosities is committed to offering a service that meets the needs of all families in the community; as such we are committed to ensuring that as far as possible our service meets the needs of all children regardless of their individual circumstances. The Special Educational Needs and Disability code of practice is used to identify, assess and make provision for any children who may have SEND.

When working with children who have an identified additional support needs Little Curiosities aims to support the family to ensure that they have open access to our service, we aim to do this by:

- Meeting with the parent or carer of the child to identify the level of support required by the child, and to assess if the setting can meet this level of support.
- By meeting with other professionals involved with the family, for example, teachers, educational psychologists, and speech and language therapists, to identify how the setting can meet the needs of the child.
- By meeting with the child to introduce the members of staff at the setting and to get to know them. This will be done by a process of assessment using a personal passport system (see personal passport for further information) which will assess the child's specific needs whilst in the setting and enable members of staff to get to know the child.
- By initiating the recruitment of an additional member of staff or the identification of a member of existing staff who will act as a key worker for the child, dependent upon their individual needs and level of support required.
- By initiating additional training where required for existing members of staff to enable them to meet the needs of the child.
- To ensure an inclusive setting where the child feels safe, secure and cared for and include the provision of staff and resources where they can play and learn alongside their peers in a positive environment.

We believe in building strong relationships with our parents and families and are proud of our partnership working. Every child is a unique and valued member of our setting. We encourage the voice of the child and support children in reaching their full potential through a rich and broad curriculum.

Following the EYFS we monitor and track children progress as well as work closely with our families to ensure any gaps or developmental delays can be identified early and supporting interventions or agencies can be accessed.

When children join the setting we understand all children have individual needs and our settling is created to support this.

Staff are trained and regularly update their understanding of the SEND Code of Practice, their roles and responsibilities, knowledge, training and skills to ensure they are experienced to identify any developmental delays or a range of SEND needs. The setting has in place a SENCO with whom staff work closely with when identifying and supporting children and their families.

There are circumstances where the setting will draw on the support from the Local Authority or other agencies to gain support, guidance and strategies or advice.

The Role of the SENCO:

Ensures Progress checks and any tracking, observations and assessments are following the statutory policies and legislations

Ensures that all practitioners use and are supported to use a graduated approach (Assess, plan, do review) whereby in the setting they understand their responsibilities to children with SEN and the settings approach to identifying and meeting SEN. Any training or development needs for staff are raised and addressed and reviewed regularly.

Will advise and support colleagues

Ensure parents are closely involved at all stages of any assessment, planning or provisions in place to support them and their child where both the child's and their views are shared and taken into account.

Attend and arrange regular review meetings to ensure appropriate targets are planned and shared in consultation with the child and the family.

Liaise with other professionals or agencies beyond the setting if appropriate making any reasonable adjustments to the layout, resources, equipment or physical environment to ensure the consideration for children or adults with disabilities needs are met.

When children transition onto school staff liaise with all other professionals involved to ensure the child's development and learning journey is current and up to date.

Early Identification;

Little Curiosities works closely with the families in our setting building positive and trusting relationships. This helps us to signpost our families to other services of support such as those in the link below. <https://www.bromley.gov.uk/LocalOffer>

Local agencies work together to ensure both the child's and the families needs are met and an early help assessment will undertaken by a lead professional who will help to coordinate the delivery of support services. The lead professional role could be undertaken by a General Practitioner (GP), family support worker, teacher, health visitor and/or special educational needs coordinator.

Some children and young people may require an Education and Health Plan (EHCP). EHC needs assessment in order to decide whether it is necessary to develop an EHC plan. The purpose of an EHC plan is to support and meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care. The setting will continue to support and work closely with ALL agencies, families and the children to ensure the best possible outcome.



This Policy has been created with the children and families at the heart. In creating this policy considerations for government policies and legislation have been used some of which are detailed below.

- Statutory Framework for the EYFS (2021)
- The SEND Code of Practice 2015
- Children and Families Act 2014
- Equality Act 2010
- Working Together to Safeguard Children (2018)

This policy was last updated: July 2024