



Special Educational Needs (SEN) Policy

Introduction

At Cocoon Family, we are committed to providing high-quality early years education to all children, including those with Special Educational Needs (SEN). We believe that every child has the right to receive the support they need to thrive in an inclusive and welcoming environment. Our SEN Policy outlines our commitment to supporting children with special educational needs and disabilities (SEND) in accordance with the Special Educational Needs and Disability Code of Practice 0-25 (2015), relevant early years legislation, and guidance both nationally and specific to Kent.

Aims and Objectives

Our primary aim is to create an inclusive environment where all children, regardless of their individual needs, can participate fully in all aspects of nursery life. Specifically, we aim to:

- Provide an environment where children with SEN can access the curriculum in a way that is tailored to their needs.
- Identify children's individual needs as early as possible and provide appropriate support.
- Ensure that all children, including those with SEN, feel valued and respected.
- Work in partnership with parents, carers, and other professionals to ensure the best possible outcomes for children with SEN.
- Adhere to relevant national and local guidance and legislation to meet the needs of all children.

Definition of Special Educational Needs and Disabilities (SEND)

In line with the SEN Code of Practice (2015), a child is considered to have SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them. Children with SEND may have difficulties in one or more of the following areas:

- Communication and Interaction (e.g., speech, language, and communication difficulties)
- Cognition and Learning (e.g., learning difficulties such as dyslexia)
- Social, Emotional, and Mental Health (e.g., anxiety, behavioral difficulties)

- Sensory and/or Physical (e.g., hearing or visual impairments, physical disabilities)

Identification of SEN

At Cocoon Family, we are committed to early identification and intervention for children with SEN.

This process includes:

- Ongoing observation and assessment by all staff, based on a child's development and progress.
- Collaboration with parents and carers to identify concerns or emerging needs.
- Regular reviews of progress to monitor the child's development, ensuring that support is appropriate and effective.
- The use of individualised assessments when required, including working closely with external agencies and professionals (e.g., speech and language therapists, educational psychologists).

Provision of Support

When a child is identified as having SEN, we aim to provide tailored support to meet their individual needs. This may include:

- Differentiated teaching methods and materials.
- One-to-one or small group support from skilled staff members.
- Implementing strategies and interventions as advised by external professionals.
- A focus on promoting self-confidence and social inclusion.

Roles and Responsibilities

We recognise the importance of collaboration and communication in supporting children with SEN.

The roles and responsibilities include:

- SENCo (Special Educational Needs Coordinator): The SENCo is responsible for overseeing the provision for children with SEN, ensuring that the appropriate strategies and interventions are in place. The SENCo works closely with staff, parents, and external professionals. Cocoon in Margate SENCo is Danitza Orendain (Director/ manager)
- Key Workers: Each child at Cocoon Family has a designated key worker who will support them and their family. Key workers work closely with the SENCo to monitor progress and ensure that support is consistent.

- Staff Training: All staff at Cocoon Family receive training in SEN and inclusion to ensure that they are equipped to support children with diverse needs effectively.

Parent and Carer Involvement

At Cocoon Family, we believe in the importance of working in partnership with parents and carers. We will:

- Regularly communicate with parents and carers about their child's progress and any concerns.
- Involve parents in decision-making regarding the support and interventions for their child.
- Provide advice and support to families in accessing local resources and services available through Kent's Local Offer.

External Agencies and Support

Where necessary, we will work in partnership with external agencies and professionals, including:

- Speech and Language Therapists
- Educational Psychologists
- Specialist Teachers and Support Services
- Health professionals (e.g., occupational therapists, physiotherapists)

These professionals may carry out assessments and provide guidance on specific strategies to support the child's development.

Review and Monitoring

We will regularly monitor and review the progress of children with SEN to ensure that our support remains effective. This may involve:

- Regular updates and reviews of Individual Education Plans (IEPs).
- Discussions with parents, staff, and external agencies.
- Adjustments to interventions and support, as needed, based on progress and outcomes.

Conclusion

Cocoon Family is dedicated to fostering an inclusive environment where every child is supported and valued. We ensure that children with SEN receive the necessary support to reach their full potential and thrive within the nursery community. By working closely with parents, carers, and professionals, we aim to provide the best possible outcomes for children with SEND.

This policy will be reviewed annually to ensure it remains in line with current legislation and best practices.

Policy written by: Katia Orendain and Danitza Orendain

Date policy was written	01/03/2025
This policy is due for review on the following date	01/03/2026

Legal Framework and Guidance

This policy has been developed in line with the following key legislation and guidance:

- Children and Families Act (2014) – Part 3 of this Act requires local authorities to ensure that children and young people with SEN have their needs met through provision of services that are appropriate and adequate.
- The SEN Code of Practice 0-25 (2015) – This statutory guidance sets out the framework for identifying, assessing, and supporting children with SEND in education settings.
- The Equality Act (2010) – This Act protects individuals from discrimination based on disability and requires early years providers to make reasonable adjustments to ensure that children with disabilities are not at a disadvantage.
- Early Years Foundation Stage (EYFS) Statutory Framework (2021)– The EYFS framework outlines the requirements for supporting children’s development, including the identification and support of children with SEN.
- Kent’s Local Offer – As part of the SEND reforms, Kent County Council provides a Local Offer, which details the support and services available for children with SEN and their families in the area.