# SEND Policy

## Pippa Pop-ins Nursery Schools

Pippa Pop-ins 165 New King's Road (Ofsted ID: EY449873)

Pippa Pop-ins 233 New King's Road (Ofsted ID: EY449869)

Pippa Pop-ins 430 Fulham Road (Ofsted ID: EY449872)

Pippa Pop-ins 5 Kensington Place (Ofsted ID: EY489562)

Pippa Pop-ins 91-93 Princedale Road (Ofsted ID: 2857426)

| | |
|---|---|
| Primary person responsible for the implementation and monitoring of this policy: | Ben Murray, Nazish Usman, Joanne Allen |
| Adopted: | June 2026 |
| Last review: | April 2026 |
| Next review due: | April 2027 |

Pippa Pop-ins®
Nursery Schools

## Contents


1.....Scope and Application 3

2.....Policy Aims 3

3.....Special Educational Needs and Disabilities (SEND) 3

4. .....SEND Team 4

5.....Early Identification 4

6. .....Early Intervention 5

7.....SEND Support 5

8. .....Multi-agency Working 6

9. .....Education, Health and Care Plans (EHCP) 6

10.....Transition 7

## 1. Scope and Application

1.1 This policy applies to:
Pippa Pop-ins 165 New King's Road (Ofsted ID: EY449873) ("**Pippa Pop-ins**")
Pippa Pop-ins 233 New King's Road (Ofsted ID: EY449869) ("**Pippa Pop-ins**")
Pippa Pop-ins 430 Fulham Road (Ofsted ID: EY449872) ("**Pippa Pop-ins**")
Pippa Pop-ins 5 Kensington Place (Ofsted ID: EY489562) ("**Pippa Pop-ins**")
Pippa Pop-ins 91-93 Princedale Road (Ofsted ID: 2857426) ("**Pippa Pop-ins**")

1.2 Under this policy all employees, including directors, apprentices, casual workers, whether on permanent or temporary contracts are collectively referred to as '**staff**'.

1.3 This policy does not form part of any contract and Pippa Pop-ins may amend it at any time.

## 2. Policy Aims

2.1 The aim of this policy is to raise awareness and support staff with the identification of children's individual requirements so that Pippa Pop-ins can deliver a provision that takes into account additional needs which may be presented.

2.2 Pippa Pop-ins is committed to the inclusion of all children, staff and parents. All children have a right to be in an environment that allows individuality and the development of their full potential. Pippa Pop-ins works in partnership with parents and other childcare professionals to provide a positive experience for all children whilst supporting their physical and emotional wellbeing.

2.3 Pippa Pop-ins is committed to providing a highly engaging environment that supports all children to thrive, support regulation and where children's unique ways of learning, thinking, communicating and playing are valued and validated through positive connections. We offer a curriculum which promotes the learning and development of each individual child, including making reasonable adjustments within inclusive environments, by adapting facilities, activities and resources wherever practical.

## 3. Special Educational Needs and Disabilities (SEND)

3.1 The Children and Families Act 2014 states that a child who is under compulsory school age has a special educational need if they are likely to have a learning difficulty or disability that calls for special educational provision when they reach compulsory school age or they would do, if special educational provision was not made for them.

3.2 Whist recognising it can be challenging for practitioners to gather the views of very young children or children who may not communicate verbally, Pippa Pop-ins will encourage their contributions in a flexible manner. For example, observing 'likes' and 'dislikes' and evidencing this using visuals.

3.3 We allow for self-expression, validate the way our children communicate and play, and will always enable them to be their unique selves. The involvement of children will ensure they are a vital part of the process at all times, and we support our children to be leaders in their own journey. Support is tailored around the child, ensuring we operate in collaborative and a child centred manner promoting their individuality throughout.

## 4. SEND Team

4.1 Our SEND network consists of the Director of Education and SENDCos who work closely together to ensure that all children's individual needs are identified and met. Whilst we have dedicated professionals working within the Pippa Pop-ins team who support the SEND network specifically, we strive to ensure that all staff members are responsible for identifying and meeting the needs of those identified with Special Educational Needs and/or disabilities.

4.2 The designated SEND team are responsible for overseeing SEND requirements, supporting training needs, and providing advice and support across the settings. This is delivered in a solution-focused manner supporting teams with audits to ensure high aspirations is the focus for all children. The SEND team also ensure that relevant SEND legislative updates/changes are shared and implemented into practice throughout the settings.

4.3 Pippa Pop-ins also have an identified SENDCo within each nursery. The role of the SENDCo includes:

4.3.1 ensuring that all practitioners in the setting understand responsibilities to children with SEND and the nursery's approach to identifying and meeting SEND;

4.3.2 advising and supporting colleagues on all SEND-related matters;.

4.3.3 working with parents to ensure they are involved throughout and that their insights inform action taken by the nursery; and

4.3.4 liaising with professionals or agencies beyond the nursery setting.

4.4 The SEND Team will also ensure that parents are involved at each stage of their child's journey; this includes ensuring their views, wishes and feelings are acknowledged and integrated into their individual child's development. We ensure parents can provide feedback at any stage to their child's key person and ensure access to relevant documents, resources and services is available at all times.

## 5. Early Identification

5.1 Pippa Pop-ins has a thorough and robust "key teacher" system in place for each child, which ensures that every child's development and progress is reviewed on a regular basis within the Early Years Foundation Stage (EYFS).

5.2 The key teacher completes a child's Formative Reviews, allowing the practitioner to review each child's individual development and progress. This process allows the Pippa Pop-ins team to identify any additional support, which may be required for any child at any given time in that child's education. Pippa Pop-ins has an effective early identification process involving parents from the outset and responding to presenting needs identified within the four broad areas of need as early as possible.

5.3 Alternatively, individual children's needs may have already been identified prior to starting at Pippa Pop-ins or could be raised by parents or other childcare professionals during the child's time at Pippa Pop-ins. Teamwork holistically with families and professionals to recognise and meet children's individual needs which are then responded to using "early intervention".

## 6. Early Intervention

6.1 Once needs have been identified within any of the four broad areas of need, the team will respond alongside parents through "quality first teaching".

6.2 Quality first teaching will involve appropriately planned, quality experiences and provision, built on observations of children's areas of development and interests in order to develop their learning. This is important because high quality inclusive practice allows the nursery to be responsive to individual children and differentiates and personalises provision to meet the needs of all children. This may also include making reasonable adjustments and having flexibility with practice to meet the needs of the child.

6.3 In cases of early intervention, the key person alongside the SENDCo will review strategies; this will be shared with parents to collaboratively review the impact of these. Upon which it is then decided whether the child's needs will continue to be supported at nursery level or if additional SEND support is required, following the "graduated approach".

## 7. SEND Support

7.1 Pippa Pop-ins adopts a graduated approach with four stages of action when supporting children with identified special educational needs, the stages include a cycle of assess, plan, do and review.

7.2 Assess - In identifying a child as requiring SEND support, the child's key teacher will work closely with the child's parents and SENDCo to carry out an analysis of the child's needs including a holistic observation. This initial assessment will be reviewed regularly to ensure support is matching the needs identified. If the child requires additional support more specialist assessments may be explored and intervention from relevant professionals. Where professionals are not already involved with the child or already allocated to support the setting, permission will be sought from parents to complete appropriate referrals.

7.3 Plan - Where it is agreed that SEND support is required the child's key teacher, SENDCo and parents will discuss outcomes that they are seeking, the interventions and support to be implemented, the expected impact on progress and a clear date to review. Pippa Pop-ins will implement detailed plans to support the child, taking into account the views of the child and parents. The support and intervention provided will be implemented to meet the outcomes identified for the child and, where possible, will also be informed by relevant professional recommendations. The SENDCo at this point will also identify any related staff development needs and ensure this is addressed and responded to. It may also be advised and/or discussed at this stage that the child may benefit from additional SEND funding to fulfil the delivery of the provisions set. The SENDCo will explore this on an individual basis with the involvement and views of parents and any professionals who may be involved.

7.4 Do – the child's key teacher will then complete the provisions and strategies highlighted in the child's plan. This is delivered as a whole SEND network approach ensuring all staff members are aware of any plans in place to ensure a consistent approach to the delivery of the provisions. The SENDCo will support the delivery of this alongside members of the nursery management team. Plans are also provided to parents to enable consistency and to allow provisions and strategies to be trialled at home where appropriate.

7.5 **Review** – Having implemented provisions for 6 to 8 weeks SENDCo and/or key teacher alongside the child's parents will review the current plan in place. This will allow everyone to determine what is working and what isn't working and what progress has been made to meeting outcomes and targets set. There can be different outcomes following a review which can include:

7.5.1 Targets and provisions continue with same strategies to support the child.

7.5.2 New outcomes and provisions implemented and a new cycle of assess plan do review is implemented.

7.5.3 The child no longer requires to be on SEND Support and may continue to be supported at nursery level.

7.5.4 Referrals made to additional professionals for support/guidance.

7.5.5 Request for additional SEND funding to the appropriate Local Authority.

7.5.6 A request for an EHCP needs assessment may be explored, ordinarily with guidance from professionals.

## 8. Multi-agency Working

8.1 Pippa Pop-ins encourages joint working between the nursery, parents, professionals involved and where appropriate the child. It is good practice to work holistically when supporting the individual needs of a child and support for families. Support is often delivered with regular meetings, which in different authorities may be referred using different terminology, allowing all information to be shared collaboratively, everyone has the opportunities to share their views, wishes and feelings and for outcomes to be agreed collaboratively. We ensure parents are involved at each stage with the child always being central to the process.

## 9. Education, Health and Care Plans (EHCP)

9.1 If, despite the nursery having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress then a request for an EHC needs assessment may be explored. Ordinarily this request is supported and advised by professionals involved, with different Local Authorities operating criteria requirements.

9.2 The SENDCo will complete an EHC request for statutory assessment ensuring that parents are heavily involved in the process and the child's views are captured as part of the assessment process. The SENDCo will advise parents throughout the process and signpost to relevant services for additional support.

9.3 Alternatively, if parents feel that a request for statutory assessment is required earlier to identify the special educational needs of their child and whether specialist provision may be required in accordance with an EHCP, parents have the right to put in a parental request at any stage.

9.4 Pippa Pop-ins will then be permitted to provide statutory evidence if EHC needs assessment is successful. Parents are encouraged to explore and discuss this with Nursery SENDCo. If an EHCP is finalised following an EHC needs assessment and it is agreed by all for Pippa Pop-ins

to be named within Section I of the plan, then the nursery will ensure that the child's needs are met in accordance with the plan and the provisions documented. An EHCP is then reviewed on a six month basis.

9.5 Pippa Pop-ins will also break down targets and outcomes into measurable termly goals for the child with the involvement and contributions of parent and the child.

## 10. Transition

10.1 Every child's transition into Primary School or an additional nursery is unique to each child. Pippa Pop-ins ensures that there is a robust system in place to allow for a positive transition for the child to their new setting. Pippa Pop-ins will make contact with the named setting and will begin communications as early as possible.

10.2 Transitions may be varied dependent on the setting and their processes, however we encourage visits to the settings and for professionals to attend our setting.

10.3 Pippa Pop-ins will also encourage a meeting with parents, new setting and professionals involved to support with transition to ensure all information is shared effectively and holistically.

10.4 Pippa Pop-ins will ensure all paperwork and information is shared with the new settings including one page profiles, and additional support which has been accessed. We will also ensure that transition activities are completed within the setting and to the appropriateness and understanding of the particular child.