



Children of the World Montessori School

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Special Educational Needs, Disabilities (SEND) and Inclusion Policy

Policy Statement

Children of the World Montessori School is committed to providing an inclusive environment in which every child is valued and supported to participate, learn and develop. We recognise that children develop in different ways and may require additional or different support at different times.

Our practice has regard to the Early Years Foundation Stage statutory framework, the SEND Code of Practice: 0 to 25 years, the Equality Act 2010 and relevant local arrangements.

Aims

- identify emerging or additional needs as early as possible;
- work in close partnership with parents/carers and involve them in decisions about their child;
- use a graduated approach to understand needs, plan support, put it into practice and review its effectiveness;
- make reasonable adjustments and provide inclusive opportunities so that children with SEND can participate as fully as possible;
- work with relevant professionals and services where additional advice or support is needed.

Special Educational Needs Coordinator (SENCO)

COTW's setting SENCO is Paivi Clay. The SENCO works with staff and families to coordinate support for children with SEND and to promote inclusive practice.

The SENCO's role includes supporting staff with observation and assessment, coordinating appropriate provision, maintaining relevant records, supporting parents/carers, liaising with external professionals and keeping up to date with SEND guidance and local arrangements.

Identifying Additional Needs

Staff observe children's learning, development, communication, wellbeing and participation as part of everyday practice. Information from parents/carers, previous settings and relevant professionals is also taken into account.

A child has SEN where they have a learning difficulty or disability that calls for special educational provision to be made for them. Learning English as an additional language is not, by itself, a special educational need. Where there are concerns, staff consider the child's development and circumstances as a whole and discuss these sensitively with parents/carers.

The Graduated Approach

Where a child may need additional support, COTW follows a graduated approach of assess, plan, do and review:

- Assess - gather information from observations, parents/carers and, where relevant, other professionals to understand the child's strengths and needs.
- Plan - agree with parents/carers the outcomes being sought, the support or adjustments to be provided and how progress will be reviewed.
- Do - the child's key person and other staff put the agreed support into practice, with guidance from the SENCO where appropriate.

- Review - consider the child's progress and the effectiveness of support with parents/carers and decide whether provision should continue, change or be developed further.

Support may be recorded in an individual support plan or other appropriate format. Documentation will be proportionate to the child's needs and useful to staff and families.

Partnership with Parents and Carers

Parents/carers are central to decisions about their child. We encourage regular sharing of information and will arrange additional meetings when needed. Parents/carers will be involved in planning and reviewing additional support and will be given information about relevant local services where appropriate.

External Professionals and Additional Support

Where a child's needs require advice or support beyond that available within the setting, the SENCO will discuss this with parents/carers and may seek support from relevant local authority, health or other specialist services. Parent/carer consent will normally be obtained before making a referral or seeking child-specific advice, unless safeguarding or another legal requirement means information must be shared without consent.

Where appropriate, COTW will work with families and professionals to seek additional funding or support, including support associated with an Education, Health and Care Plan (EHCP). Availability of external funding does not remove our responsibility to consider reasonable adjustments and appropriate inclusive provision.

Admissions, Access and Reasonable Adjustments

COTW aims to provide fair access to the setting and welcomes children with SEND. Before and during a child's admission, we work with parents/carers to understand their individual needs and consider any reasonable adjustments, resources, staffing arrangements or professional advice required to support safe and meaningful participation.

Where needs are complex, arrangements may need careful planning with the family and relevant professionals. Decisions will be based on the individual child's needs, safety, reasonable adjustments and the setting's ability to provide appropriate care and education, rather than on a diagnosis or disability alone.

Inclusive Curriculum and Environment

Our Montessori and EYFS curriculum is adapted where appropriate so that children can participate at their own level and pace. Staff may adapt activities, resources, communication, routines or the environment and provide additional adult support where needed.

Children with SEND are included in the life of the setting and are supported to develop confidence, independence, relationships and skills alongside their peers.

Transitions

We support transitions into COTW, between rooms or groups where applicable, and on to school or another setting. With parental consent, relevant information is shared with receiving professionals so that support can be planned and continuity maintained.

Monitoring and Review

The effectiveness of SEND provision is reviewed through observations, discussions with families, staff reflection and review of individual support. This policy is reviewed regularly and when statutory guidance or local arrangements change.

Reviewed and updated: September 2026

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