

Supporting children with special educational needs and disabilities (SEND)



It is the aim of our setting to promote equality of opportunity for all children in our care.

The term SEN support defines arrangements for identifying and supporting children with special educational needs and/or disabilities. We are required to offer appropriate support and intervention and to promote equality of opportunity for children that we care for. Children's SEND generally falls within the following four broad areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

We provide an environment in which all children with SEND are supported to reach their full potential.

Policy statement

- We have regard to the SEND Code of Practice (DfE and DoH 2015), the EYFS Statutory Framework 2023 and the Equalities Act 2010.
- We have in place a clear approach for identifying, responding to, and meeting children's SEND.
- We support and involve parents at all stages of the assessment, planning, provision and review of their children's special education, actively listening to and acting on their wishes and concerns. We provide parents with information on local sources of support and advice.
- Where appropriate, we take into account children's views and wishes in decisions being made about them, relevant to their level of understanding.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEND and their families.
- We ensure that the provision for children with SEND is the responsibility of all members of the setting. We ensure that all our staff are aware of this SEND Policy and the procedures for identifying, assessing and making provision for children with SEND. We provide in-service training for practitioners and volunteers.
- We regularly monitor and review our policy, practice and provision and make adjustments as necessary.

SEND Co-ordinator

Our SEND Co-ordinator (SENDCo) is Abbie Hull.

The SENDCo works closely with our manager and other colleagues and has responsibility for the day-to-day operation of our SEND Policy and for co-ordinating provision for children with SEND.

Graduated approach

Initial identification and support (identifying special educational needs)

Ongoing formative assessment forms part of a continuous process for observing, assessing, planning and reviewing children's progress.

Children identified as having difficulty with one or more area of development should be given support by applying some simple strategies and resources.

For most children application of some simple differentiation approaches will be enough to build confidence and help the child develop.

If despite applying differentiated strategies a child continues to struggle and is showing significantly more difficulty with learning than their peers or has a disability which requires specific adjustments, then the key person should raise a concern with the SENDCo and/or the Manager. The SENDCo or the Manager should raise this with the child's parents.

Observation and assessment of children's SEN

Where a child appears to be behind expected levels, or their progress gives cause for concern, educators should consider all the information about the child's learning and development from within and beyond the setting. This may be a combination of formal checks, observations from staff and parents, and/or specialist advice.

The SENDCo and the Manager will use this information to decide if the child has a special educational need and will inform the parents.

Once parents have been informed, they should be fully engaged in the process.

Planning intervention

Everyone involved with the child should be given an opportunity to share their views. Parents should be encouraged to share their thoughts on the child's difficulties and be involved in the decision as to what will happen next.

A first intervention option may be to carry on with applying differentiated support and to review the child's progress at an agreed date. If the child's needs are more complex, then the decision may be to go straight ahead and prepare a SEN support action plan. The action plan should:

- Show what support is required to help achieve outcomes for the child and detail the frequency of those interventions and who will apply them and with what resources.
- Include a review date (at least termly) with the parents to review the child's progress against expected outcomes and agree next steps.
- Be stored in the child's file so that any other member of staff or an inspector looking at the file will see how the child is progressing and what interventions have been or are being applied.

If relevant, then the child should be appropriately included in development of the action plan but only at a level which reflects their stage of comprehension.

If external agencies are already involved, then they should also be invited to help decide on what appropriate interventions are needed to help meet outcomes for the child.

If the child fails to make progress and multi-agency support is sought, then it is at this point that Early Help/CAF assessment should be considered.

Record Keeping

If a child has or is suspected of having a SEN, a dated record should be kept of:

- The initial cause for concern and the source of this information.
- The initial discussion with the parent raising the possibility of the child's SEN.
- The views of the parents and other relevant persons.
- The procedures followed with regard to this policy, e.g. SEN action plan, referrals to external agencies etc.
- Evidence of the child's progress and any identified barriers to learning.
- Advice from other relevant professionals; and all subsequent meetings with parents and other persons and any subsequent referrals.

Records should be kept securely in line with the setting's record keeping policy.

Statutory education, health and care assessment and plan

If a child has not made progress, then the next steps may be for the child to undergo an Education, Health and Care Assessment (EHC).

If a child is under compulsory school age, the local authority will conduct an EHC needs assessment if they consider that the child's needs cannot be met within the resources normally available to the early years setting.

The local authority should fully involve the parent and must seek advice from the setting in making decisions about undertaking an EHC assessment and preparing an EHC plan.

The SENDCo and the Manager should prepare by collating information about the child's SEND including:

- documentation on the child's progress in the setting
- interventions and support provided to date
- evidence of external agency assessment, support and recommendations
- parental views and wishes (and where appropriate those of the child)

The information will then be submitted to the local authority to allow them to accurately assess the child in the context of the support already given.

| | |
|--|-----------------|
| This policy was adopted at a meeting of | Woodland Corner |
| Held on (date) 25 th June 2025 | |
| Signed on behalf of the Management Committee | Jess Brown |
| Role of signatory (e.g. chairperson etc.) | Chairperson |
| Review date | June 2026 |