



SEND Policy

Date: November 2024

Review: November 2025

Policy intention

This policy is in place to make sure that all children have access to an early years education that allows them to achieve and have the best possible outcomes.

We have a duty to meet the SEND Code of Practice and the Equality Act 2010 to identify special educational needs, which have an impact on a child's development.

We have a clear approach to observing, identifying and responding to a need at the earliest opportunity, working with parents/carers and respecting every child's disposition, skills and abilities. The procedures demonstrate our commitment to inclusion, staffing and funding and provide clarity on what parents/carers can expect from our provision.

Every child has the right to grow and develop, play and take part in activities and experiences tailored to their needs and the following procedures demonstrate our practice in realising this.

Procedure

- We are alert to emerging difficulties and respond promptly to any developmental concerns, in line with our [Understanding and Supporting Behaviour Policy](#).
- We share with parents/carers how the setting supports children with special educational needs and disabilities. We regularly review the quality, range and extent of the support on offer.
- We have a robust system in place, including a targeted plan, to observe and review an individual child's progress, in order to identify and support children with SEN or disabilities including the [Progress Check at Age Two Policy](#).
- We work in partnership with parents/carers to provide appropriate support to children with special educational needs or disabilities. Parents/carers are asked to share information around health assessments and any medical needs and physical difficulties, in conjunction with the [Parent Partnerships Policy](#).
- Facilities, resources, arrangements and accessibility requirements are in place to allow for the admission of a child with a disability
- We have a designated member of staff acting as our Special Educational Needs Co-ordinator (SENCO). We work with a range of professionals to implement specialist support to ensure the best possible outcomes for the child.
- We collate information and evidence which would identify SEND concerns and ensure record keeping is kept up to date in line with our [Information and Records Policy](#).
- We work with others to request or contribute to an education, health and care needs assessment and put in place and follow an Education Health Care Plan
- We work with the local authority to ensure funding arrangements meet the needs and progress of children with SEND.
- We take necessary steps to support children with medical conditions and follow the [Administering Medicines Policy](#).

- Staff receive continued professional development to keep them up to date with areas around SEND, see the [Continued Professional Development Policy](#).

Other useful policies:

- [Understanding and Supporting Behaviour Policy](#)
- [Progress Check at Age Two Policy](#)
- [Parent Partnerships Policy](#)
- [Information and Records Policy](#)
- [Administering Medicines Policy](#)
- [Continued Professional Development Policy](#)