Date Reviewed:	June 2026
Review Date:	June 2027

Agreed by: Learning and Achievement Committee Date:

Name: Signature:

Special educational needs and disability (SEND) Policy June 2027

High-quality early education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning. Development Matters 2020

Here at Highfield we aim to provide an environment inclusive to all children. We are committed to ensuring that all children are given the opportunities and support needed to achieve their full potential.

We acknowledge and respect that each child attending our setting is unique, and some children may require individual support due to their unique set of needs.

We believe good mental well being is key to children's success to ensure resilience throughout life, and is the responsibility of all staff and community. Evidence based research reinforces our nurturing approach and underpins our ethos.

Principles

- We have regard for The Children and Families Act 2014 section 69, DFES Special Educational Needs & Disability regulations 2014 and the 0-25 SEND Code of Practice (2014), Mental Health & Behaviour in Schools 2014, Safeguarding & Welfare requirements, Supporting pupils at school with medical conditions, Keeping Children Safe in Education (2020).
- We comply with the provisions of the SEND and Equality Act and Schools (2010) as outlined in the Disability Rights Commission (DRC) Code of Practice and the Children and Families Act 2014
- Every child within our provision is given the opportunity to become a confident learner and to achieve their individual potential
- All children have access to a full range of activities and experiences and no child is excluded from these opportunities
- Support is given to children with Special Educational Needs (SEND) so they have full access to a broad and balanced curriculum and play environment
- Children with SEND are included with their peers
- We identify the specific needs of children and meet those needs through a range of strategies
- We work in partnership with parents/carers and other agencies to meet the individual needs of children.

Admissions

- We operate a fair and consistent admissions procedure, ensuring quality of access and opportunity
- We welcome all children into our setting

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- We offer home visits and pre-sessional visits for all children and their families. Parents/carers of children with particular or complex educational, health or care needs are offered additional opportunities to discuss their child's unique needs with the setting SENDCO, in order to plan and prepare for the admission of their child.

Accessibility

- At Highfield our premises consist of one large play environment, adjoining children's toilets, a reception/cloakroom area and a large enclosed garden. All areas of our setting are accessible to wheelchair users and those with mobility difficulties
- Furniture is arranged to accommodate children with mobility difficulties, and the height of tables, sand and water trays can be adjusted if necessary
- Our indoor-outdoor play environment features soft seating areas for children to sit on
- We have access to a fully equipped disabled toilet
- Access to information is shared on 'a need to know basis' with regards to safeguarding requirements. Parent partnership is valued and information is shared regularly. Parents/carers are signposted to facilities and services.
- Access to curriculum is provided through individual learning and the use of support aids, such as visual timetables when necessary.

Roles and Responsibilities

- Denise Lewis is the designated Special Educational Needs Coordinator (SENDCO). It is her responsibility to co-ordinate the day-to-day provision of education for children with SEND.
- Parents, Carers and all practitioners at the setting are aware of the roles and responsibilities of the settings SENDCO's.
- We recognise that Special Educational Needs & Disabilities are the responsibility of all staff and aim to develop the skills of all practitioners
- As a team we respect and value diversity, and act as appropriate role models for the children

Administering of Medication

- The person acting on parental authority will administer medication as instructed. The parent/carer will be asked to complete a form giving directions and permission.
- Calpol will only be administered as part of a treatment for an ongoing medical condition.

The role of the SENDCO

It is the role of the Special Educational Needs & Disabilities Coordinator to:

- Work closely with parents/carers in devising individualised support plans for their child
- Provide parents/carers with information, support and advice relating to their child's specific needs, i.e. literature and contact details of support groups. Every effort will be made to ensure that this information is available in a variety of formats including; in large fonts, Braille and translated documents
- Liaise with fellow professionals
- Advises and supports other practitioners in the setting, giving support to Key people in the creation of individual nurture plans and mind maps
- Take the lead in further assessment of a child's strengths and weaknesses to guide future planning to meet the child's needs
- Provide children with complex needs an Education and Health Care Plan (EHCP) from birth to 25 years. The SENDCO will liaise closely with Health and Social care to produce a more personalised intervention plan building on the strengths of the child. Advice will be given on supporting services offered by the Local Authority.

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Training

We recognise that staff members at our setting need specific knowledge to effectively support children with Special Educational Needs & Disabilities. We are committed to giving our practitioners the opportunity to access such training, and facilitate an environment where expertise and knowledge is shared.

- Our setting provides specific SEND training for practitioners to update their knowledge
- We hold regular in house training for team members relevant to inclusive practice
- The following members of staff have completed qualifications related to Special Educational Needs: Helen Norman, Denise Lewis and Sarah Pearce.

Identification and Assessment

At Highfield we acknowledge the importance of the early identification of Special Educational Needs & Disabilities, as outlined in the *SEND Code of Practice 2014.*

- Children who are experiencing difficulties are initially identified through discussion with parents/carers, observations focused on well-being and resilience and discussions with colleagues. **We believe early identification is vital.**
- Throughout the identification and assessment process, parents/carers are kept informed
- Through play-based assessment, we closely observe the progress that all children achieve and support any child we believe may be experiencing difficulties – including those children who need emotional and behavioural support
- We ensure that children with additional needs are appropriately involved at all stages, taking into account their levels of ability

Levels of Provision

- We utilise the graduated response system for identifying, assessing and responding to children's additional needs.
- All children who have been identified as in need of additional support will have interventions. Those who present with more complex needs will have an individual nurture plan.
- After discussion with the child's parent/carer regarding their area of difficulty, we prepare a support plan outlining clear targets for the child. Our starting point is the child's strengths and aspirations. Upon further assessment, if it is decided that a child's needs cannot be met this way we can request further support from other professionals.
- After consultation with parents and other professionals, an EHC plan may be put in place.

Record Keeping

- We use a system for keeping records of the assessment, planning, provision and review for children with additional needs
- ISPs, EHC Plans and developmental records are confidential. Parents/carers have access to these records upon request Parents and practitioners work together in developing ISPs for their child and setting appropriate achievement goals
- Records including past and present ISP's and developmental reports are passed onto the child's next setting with parental permission
- We ensure the effectiveness of our provision for children with SEND by collecting information from a range of sources e.g. ISP reviews, team and management meetings, parental and external agency guidance, inspections and complaints. This information is collated, evaluated and reviewed annually

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Support

- Whenever necessary an additional staff member will take on the role of 'support assistant' to children with SEND working on a one-to-one basis
- Every child attending our setting is allocated a Key Person. It is this practitioner who will on a day-to-day basis work closely with the child in achieving the set targets stated within the child's current ISP
- We adapt all activities and experiences to ensure that no child is excluded and all children have the opportunity to participate
- We place an emphasis on children's strengths and abilities, and set targets which are achievable. We recognise that by achieving goals children's self esteem will strengthen

Resources

- We provide resources, both human and financial, to implement our Special Educational Needs & Disabilities policy
- We have a specific budget for SEND resources and training
- We have a wide range of resources in the setting which meet different learning needs
- When required we can obtain additional specialist equipment or materials to assist children with additional needs, i.e. standing frames

Partnerships with parents/carers

- We work in partnership with parents/carers throughout all stages of assessment and identification. We acknowledge value and respect the contributions from parents/carers relating to their unique knowledge and understanding of their child's needs.
- We work in partnership with parents/carers to produce and regularly review Individual Support Plans (ISP's) for children with additional needs
- We ensure that parents/carers are kept informed at all stages of the assessment, planning, provision and review of their children's care and education

External Support Agencies

We recognise the importance of effective joint working with external support agencies. Liaison is ensured between our setting and these agencies using a variety of methods including; meetings, telephone conversations and written correspondence.

- Our setting continually liaises with external agencies and professionals in order to access advice and support. These agencies include; Family support, Portage teams and Child health services

The Early Years Foundation Stage Curriculum (EYFS)

At our setting, practitioners offer a high quality early years curriculum which is accessible to all children. We believe that all children should be free to self-select equipment and access all areas of the EYFS. The Key Person will ensure that the individual child's key targets are planned and monitored through the planned curriculum and ensure support and individual needs are met.

SEND Complaints Procedure

In case of complaint, parents/carers of children with Special Educational Needs & Disabilities are advised to refer to our complaints policy. It is also suggested that SEND related complaints and issues should firstly be discussed with the child's Key person and/or the setting SENDCO.

Monitoring and Review of this policy

- The effectiveness of this policy is monitored by the setting leadership team in consultation with the practitioner team

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- All staff members will receive a copy of this policy and sign to acknowledge their agreement and understanding
- This policy will be reviewed every year

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ACCESSIBILITY PLAN **SCHOOL NAME:** **DATE:**

Target	Tasks	Timescale	Resources	Responsibilities	Outcome/Review
Access to Premises/Physical Environment					
Access to Curriculum (Learning & Social)					
Access to Information					