1.12 Supporting children with special educational needs and/or Disability

Policy statement

1. We aim to provide an environment in which all children with special educational needs and/or disabilities are supported to reach their full potential.

1.1 We have regard for the Special Educational Needs and Disability Code of Practice (2004).
1.2 We ensure our provision is as inclusive to all children with special educational needs and/or disabilities as is possible, having a clear approach for identifying, responding to and meeting children's SEND
1.3 We support and involve parents/carers (and where relevant children), actively listening to and acting on their wishes and concerns as far as is possible, ensuring safeguarding all is paramount.
1.4 We identify the specific needs of children with special educational needs/disabilities meeting those needs through a range of SEND strategies.
1.5 We work in partnership with parents and other agencies in meeting individual children's needs to ensure the best outcomes for children, families and setting.
1.6 We monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

2 We have a Special Educational Needs and Disability Co-ordinator (SENCO) and give his/her name to parents. Our SENCO is

Helen Collins **– Early Years SENCO Senior Practitioner**

2.1 The SENCO works closely with other colleagues and has responsibility for the day-today operation of our Supporting Children with Special Educational Needs and/or Disabilities Policy and for co-ordinating provision for children with SEND
2.2 We ensure that the provision for children with special educational needs and/or disabilities is the responsibility of all members of the setting.

2.3 We ensure that our inclusive admissions practice supports equality of access and opportunity. When families and or professionals have already identified a possible SEND a meeting followed by a show round is offered (with the SENCO). This allows for a clear plan of action (which identifies hours available to ensure best outcomes for child, family and setting with realistic expectations being paramount).

2.4 We provide broad, balanced and differentiated curriculum for all children.

2.5 We apply SEND support to ensure early identification of children of SEND.

2.6 We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.

2.7 We ensure that parents and carers are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision-making processes.

2.8 We, where appropriate, take into account children's views and wishes in decisions being made about them, relevant to their level of understanding.

2.9 We provide parents with information on sources of independent advice and support.

2.10 We liaise with other professionals involved with children with special educational needs/disabilities and their families, including transfer

2.11 We have systems in place for further assessment e.g. Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHC) Assessment

2.12 We ensure that all our staff are aware of our Supporting Children with Special Educational Needs and Disability Policy and the procedures for identifying, assessing and making provision for children with SEND. We provide in-service training for parents, practitioners and volunteers.

2.13 We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs and/or disabilities.

2.14 We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff

2.15 We ensure the effectiveness of our special educational needs and disabilities provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints.

2.16 We monitor and review our policy annually.

2.17 We provide a complaints procedure.

2.18 We recognise that supporting children with SEND requires daily communication with parents/carers to ensure best care/support is given. As a method of communication parents/carers are offered communication through a 'WhatsApp' group. This group is open to SENCO & child's Keyperson (two staff). This communication corridor allows clear update information to be shared in the best interest of the child. Setting will only respond on working days between 8.30 & 4 to ensure clear professional guidelines.

2.19 We as a setting ensure that a room is always available for children who require a set environment to support their needs and requirements, be it a physical or wellbeing need.

2.20 We endeavour to keep 'supporting staff' consistent, with the recognition that this is not always possible. We ensure if there are any significant changes parents/carers are notified.

2.21 We recognise that children who need to ‘shut down’ from the environment will at times require a device to ‘self regulate’. These devices are locked and support only suitable media. Parents/carers are made aware that this is a possible tool used to support ‘self regulation’.

2.22 All children supported through this policy will have unique requirements, as such a risk assessment may be used, along with or independently with a plan of routine.

This policy was adopted at a meeting of	St Christopher’s Playgroup	name of setting
Held on	September 2026	(date)
Date to be reviewed	September 2027	(date)
Signed on behalf of the management committee	KJCookes	
Name of signatory	Karen Cookes	
Role of signatory (e.g. chair/owner)	Playgroup Manager	