Equality of opportunity

Supporting Children with Special Educational Needs and Disabilities (SEND)

Policy statement

At Tywardreath Preschool Playgroup we provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

We have regard for the SEND (Special Educational Needs and Disabilities) Code of Practice 2014.
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
We ensure our provision is inclusive to all children with special educational needs.
We support parents and children with special educational needs and disabilities (SEND).
We identify the specific needs of children with special educational needs and meet those needs through a range of SEND strategies.
We work in partnership with parents and other agencies in meeting individual children's needs.
We monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

We designate a member of staff to be the Special Educational Needs Co-ordinator (SENDCo) and give their name to parents. Our primary SENDCo is Alison Coles, secondary SENDCo Emma Fraser.

We ensure that the provision for children with special educational needs and disabilities is the responsibility of all members of the setting.

We have a 'Local Offer' which sets out our commitment towards children at our setting with Special Educational Needs and Disabilities.

We ensure that our inclusive admissions practice ensures equality of access and opportunity.

We value the information gathered in the child's 'Two Year Check' and will collate this milestone gathering of essential information with the child's parents/carers, their key person and any health or care professional already working with the child or family (with permission from the parents/carers). The two-year check when assessed along the Non-Statutory Framework (which suggests age and stage appropriate achievement) may outline any areas of concern which have not been previously identified.

We use the graduated response system for identifying, assessing and responding to children's special educational needs.

We observe the progress of all children. We record individual children's achievements through the EYFS and share this with parents/carers. Where an individual child is showing areas of concern, we will advise the parents/carers and with their involvement provide an individual learning plan (ILP) or individual behaviour plan (IBP). An ILP or IBP will contain a key target for the individual child and a strategy to help achieve it. A child with an ILP/IBP is placed on our Register of Need (RoN).

We will closely and regularly monitor all children on our RoN through a continuous cycle of 'Plan – Do – Review'. We will note any progress or change in the child's area of need and then continue to 'Plan – Do – Review' until a time where it is agreed that sufficient progress has been made or the child requires further or additional support.

If a child on our RoN is identified as needing further support, we will discuss this with parents/carers during a review. With parents/carer consent, the SENDCo will seek advice and support from the Family Information Services SEND team.

We will support a child needing additional support. This may involve a request for an EHCP (Education Health and Care Plan) assessment for the child, carried out by the Local Education Authority (LEA). This will be carried out with involvement and support from parents/carers and the Early Years Inclusions Service.

We work closely with parents of children with special educational needs to create and maintain a positive partnership. We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's care and education.

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

We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.

We provide a broad, balanced and differentiated curriculum for all children with special educational needs and disabilities.

We use a system of planning, implementing, monitoring, evaluating and reviewing Individual Learning Plans (ILPs) for children with SEND.

We ensure that children with SEND are appropriately involved at all stages of the graduated

response, taking into account their levels of ability.

We use a system for keeping records of the assessment, planning, provision and review for children with SEND.

We provide resources (human and financial) to implement our Special Educational Needs Policy We are in close contact with the Cornwall County Council Area SENDCO and understand the different types of support and services they can provide for the child, family, and setting.

In some circumstances, we can apply for a Cornwall Council 'Early Years Inclusion Grant' for individual children to provide additional support or resources, including training for staff which may benefit the child.

We raise awareness of any specialism the setting has to offer.

All staff are committed to ongoing Makaton training and sign to all children throughout the sessions as part of our inclusive practice.

All staff are committed to updating and refreshing their SEND training and use a range of visual aids, such as visual timetables, from which all children benefit. We add further visual resources to the setting where a need is identified.

We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Individual Learning Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.

We provide a complaints procedure.

We monitor and review our policy annually.

SEND (Special Educational Needs and Disabilities) Code of Practice 2014
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Reviewed on: 25th October 2026