Beetley and District Preschool

Registered Charity: 1181636

Supporting Children with SEND

Policy Statement

At Beetley & District Preschool, we are committed to providing an inclusive environment where all children are welcomed, valued and supported to achieve their full potential.

We recognise that children develop and learn in different ways and at different rates. We believe that every child should have access to high-quality early years provision that enables them to participate fully in preschool life and access the opportunities provided through the Early Years Foundation Stage (EYFS).

We work in partnership with children, parents, carers and other professionals to identify and meet individual needs and to ensure that children with Special Educational Needs and Disabilities (SEND) receive appropriate support.

We have regard to the SEND Code of Practice (0–25 years), the Equality Act 2010 and the requirements of the Early Years Foundation Stage and we regularly review our practice and provision to ensure that children with SEND are fully included and supported.

Principles of Inclusion

At Beetley & District Preschool we:

- promote equality of opportunity for all children
- provide an inclusive environment where every child is valued and respected
- identify and respond to children's individual strengths and needs
- work in partnership with parents, carers and other professionals
- support children to participate fully in all aspects of preschool life
- monitor and review the effectiveness of our SEND provision
- make reasonable adjustments where necessary to support children's access, participation and inclusion

We recognise that early identification and intervention can make a significant difference to children's outcomes and wellbeing.

Identifying and Supporting SEND

Information about a child's development, interests, strengths and needs is gathered from parents and carers before or when they start attending the preschool. This helps us to develop an understanding of each child and identify any support that may be required.

Children's progress and development are monitored throughout their time at preschool through ongoing observation, assessment and discussions with parents and carers.

Where concerns arise regarding a child's progress, development or wellbeing, staff will work in partnership with parents and carers to explore these concerns and identify appropriate support strategies.

Where a child is identified as having SEND, we will work together with parents and carers to determine the support required and agree how this will be provided and reviewed.

The Role of the SENDCo

The Preschool has a designated Special Educational Needs and Disabilities Coordinator (SENDCo). Our SENDCo is Mrs India Bonnett.

The SENDCo is responsible for coordinating SEND provision, supporting staff in meeting the needs of children with SEND and working in partnership with parents, carers and other professionals to ensure that children receive appropriate support.

The SENDCo will:

- support staff in identifying and responding to children's needs
- advise and support colleagues in relation to their key children with SEND
- ensure that parents and carers are involved in decisions relating to their child's support
- liaise with external professionals and agencies where appropriate
- help ensure that SEND provision is effectively implemented and reviewed.
- support inclusive practice throughout the preschool
- promote equality of access and opportunity for all children

Parents and carers will be informed of the identity of the preschool SENDCo and how to contact them if required.

Working in Partnership with Parents and Carers

We recognise that parents and carers know their child best and play a central role in identifying, understanding and supporting their child's needs.

We are committed to working in partnership with parents and carers throughout all stages of the SEND process. Parents and carers are encouraged to share information about their child's strengths, interests, development and any concerns they may have.
Their views, knowledge and aspirations for their child help to inform decision-making and support planning.

Parents and carers will be involved in discussions relating to the identification of needs, planning support, reviewing progress and agreeing next steps. We aim to ensure that communication is open, honest and respectful and that parents feel supported throughout the process.

Where appropriate, parents and carers will be provided with information about sources of advice, support and specialist services that may assist them in meeting their child's needs.

Further information regarding partnership working with families can be found in our Parental Involvement policy.

The Graduated Approach and SEN Support Plans

Where a child is identified as requiring additional support, the preschool follows the graduated approach outlined within the SEND Code of Practice. This is a cycle of Assess, Plan, Do and Review which enables support to be carefully planned, implemented and evaluated.

Assess
The child's key person, parents and carers, and the SENDCo work together to identify and understand the child's strengths, needs and areas where additional support may be required. Information may be gathered through observations, assessments, discussions with families and, where appropriate, advice from other professionals.

Plan
Where SEND support is required, the desired outcomes, support strategies, interventions and review arrangements will be agreed in partnership with parents and carers. A SEN Support Plan will be developed to record the child's strengths, individual targets, agreed support and intended outcomes.

Do
The child's key person remains responsible for supporting the child on a daily basis and implementing agreed strategies and interventions. The SENDCo

provides guidance and support to staff and helps to ensure that support arrangements are delivered consistently.

Review
The effectiveness of the support provided will be reviewed regularly in partnership with parents and carers. Progress towards agreed outcomes will be considered and any necessary changes to support arrangements, targets or strategies will be agreed.

Parents and carers will be kept informed throughout the process and will have opportunities to contribute to planning and review meetings.

Children will be supported to share their views, preferences and experiences in ways that are appropriate to their age, stage of development and communication needs.

Health, Care and Evacuation Plans

Some children may require additional arrangements to support their medical, care, accessibility or safety needs whilst attending preschool.

Where appropriate, a Health, Care and Evacuation Plan will be developed in partnership with parents, carers and relevant professionals. These plans help ensure that children's individual needs are understood and that appropriate support arrangements are in place.

A Health, Care and Evacuation Plan may include information relating to:

- medical conditions and healthcare needs
- medication and treatment requirements
- personal care requirements
- accessibility arrangements
- risk assessments
- emergency procedures
- evacuation arrangements

Health, Care and Evacuation Plans are separate from SEN Support Plans and serve a different purpose. Some children may require an SEN Support Plan, a Health, Care and Evacuation Plan, or both, depending on their individual needs.

Plans will be reviewed regularly and updated whenever a child's needs or circumstances change.

Record Keeping

The Preschool maintains accurate, secure and confidential records relating to the identification, assessment, planning, provision and review of support for children with SEND.

Records may include observations, assessments, SEN Support Plans, reports from other professionals, meeting notes, correspondence and review documentation.

Where a child has a Health, Care and Evacuation Plan, this will be maintained alongside other relevant records and reviewed regularly to ensure it continues to reflect the child's needs.

Information is stored and shared in accordance with the settings Confidentiality, Ethical Information Sharing and Data Protection policies.

Working with Other Professionals

We recognise the importance of working collaboratively with other professionals and agencies to ensure that children receive appropriate support and achieve the best possible outcomes.

Where appropriate, and with parental knowledge and involvement, the Preschool will work alongside professionals including health visitors, speech and language therapists, educational psychologists, specialist teachers, family support practitioners and other relevant services.

The SENDCo will liaise with professionals and agencies beyond the preschool where additional advice, assessment or support is required. Information will be shared in accordance with the Preschool's Ethical Information Sharing Policy and Confidentiality arrangements.

Where concerns are identified that may require additional support, the Preschool may work with families to access Early Help, Family Support Process arrangements, specialist services or other appropriate support pathways.

Where appropriate, the Preschool may contribute information and evidence to support requests for statutory assessment or applications for an Education, Health and Care (EHC) Needs Assessment.

Recommendations and strategies provided by professionals will be shared with relevant staff and incorporated into the child's support arrangements where appropriate.

Funding and Additional Support

The Preschool aims to identify children who may be eligible for additional funding and support in order to improve outcomes and ensure that appropriate provision is available.

Where eligible, the Preschool may access funding streams including:

- Early Years Pupil Premium (EYPP)
- Disability Access Fund (DAF)
- SEND Inclusion Funding
- any other locally available funding streams

Additional funding will be used to help support children's individual needs and improve access, participation, learning, development and wellbeing.

Information about available funding and support will be discussed with parents and carers where appropriate.

The Preschool works with Norfolk's SEND Local Offer and aims to ensure that families are aware of relevant information, services and support available within the local area.

Supporting Transitions

We recognise that periods of transition can be particularly significant for children with SEND and their families.
Transition arrangements will be planned carefully and in partnership with parents, carers and other professionals to help ensure continuity of care, learning, development and wellbeing.

Where appropriate, additional visits, transition meetings, information sharing arrangements and individual support strategies may be provided to help children prepare for changes.

Information relating to a child's strengths, interests, support needs, SEN Support Plan and/or Health, Care and Evacuation Plan may be shared with receiving settings or schools, with parental consent and in accordance with information sharing procedures.

The Preschool works closely with receiving settings and schools to support successful transitions and help ensure that children's individual needs continue to be understood and appropriately supported.

Further information regarding transition arrangements can be found in our Transitions policy.

Listening to the Child's Voice

We recognise that children should be involved in decisions that affect them wherever possible.

Children's views, interests, preferences and experiences will be considered when identifying needs, planning support and reviewing outcomes. Staff will listen to children and seek to understand their experiences in ways that are appropriate to their age, stage of development and communication needs.

We recognise that children may communicate their views in different ways and will use observations, conversations, play-based interactions and other appropriate approaches to help understand children's perspectives.

The child's voice will be considered throughout the graduated approach and when reviewing SEN Support Plans and other support arrangements.

Staff Awareness and Training

Supporting children with SEND is a whole-setting responsibility.
All staff; students and volunteers are expected to understand and follow this policy and contribute to the inclusive ethos of the Preschool.

Staff receive appropriate information, guidance and training to help them identify, understand and respond to children's individual needs. The SENDCo supports colleagues in implementing SEND provision and accessing advice or training where required.

The Preschool monitors and reviews its SEND provision regularly to help ensure that support remains effective, inclusive and responsive to children's needs.

Complaints

We are committed to working in partnership with children, parents, carers and other professionals to ensure that children's needs are met effectively and inclusively.

If parents or carers have concerns regarding the support provided for their child, they are encouraged to discuss these with their child's key person, the SENDCo or the Preschool Manager in the first instance. We aim to resolve concerns promptly and collaboratively wherever possible.

Where concerns cannot be resolved informally, parents and carers may make a formal complaint in accordance with our Complaints policy and procedures.

Norfolk SEND Local Offer

The Preschool works with Norfolk's SEND Local Offer and aims to ensure that information about local services, support and provision is available to families.

We seek to raise awareness of our SEND provision through our Local Offer information, promotional materials and discussions with parents and carers, helping families to make informed choices about their child's early years education and support.

Related Policies

This policy should be read alongside the following policies:

- Key Person
- Parental Involvement
- Transitions
- Equality, Diversity and Inclusion
- Admissions
- Safeguarding
- Child Protection
- Confidentiality
- Ethical Information Sharing
- Working in Partnership with Other Agencies
- Health and Safety
- Supporting Children with Medical Needs
- Complaints policy and procedures

Monitoring and Review

This policy will be reviewed annually, or sooner if required due to changes in legislation, statutory guidance, local authority requirements or preschool practice.

The Preschool monitors and reviews its SEND provision regularly to help ensure that support remains effective, inclusive and responsive to the needs of children and families.

Policy reviewed on: 30TH May 2026
Next review due: 30th May 2027
Reviewed by: Hollie Durrant and Julie East

Date:	Review Date:
Signed:	Signed:
Print Name: (Chairperson)	Print Name: (Manager)

Appendix 1 – Definitions

Special Educational Needs and Disabilities (SEND)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
A child has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or

- have a disability which prevents or hinders them from making use of facilities generally provided for others of the same age.

A child under compulsory school age has special educational needs if they are likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.
(Children and Families Act 2014 and SEND Code of Practice 0–25 Years)

Disability

Many children with SEND may also have a disability as defined by the Equality Act 2010.

A disability is:

"A physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities."

Long-term generally means lasting, or likely to last, for at least 12 months and substantial means more than minor or trivial.

This definition includes sensory impairments, long-term health conditions and a range of physical, medical and developmental needs.

Useful Guidance

- Early Years Foundation Stage Statutory Framework
- Special Educational Needs and Disability Code of Practice (0–25 Years)
- Equality Act 2010
- Working Together to Safeguard Children