Special Educational Needs & Disabilities Policy

Policy created	01.09.2008	Version number	9.2
Last reviewed	01.11.2026	Next review date	01.11.2027

We aim to have regard for the Special Educational Needs and Disability Code of Practice 0-25 (Sept 2015), and also to the EYFS Statutory Framework (Sept 2026). As such the following will apply:

- We have arrangements in place to support all children with special educational needs and disabilities, including a clear approach to identifying and responding to special educational needs and disabilities.
- We have a dedicated Special Educational Needs & Disability Coordinator (SENDCO), whose identity is notified to all parents.
- We welcome and include all children of all abilities at our Pre-school and all children are encouraged to participate in activities regardless of any special educational needs or disabilities. Our aim is that all children learn and develop well and are kept healthy and safe.
- It is our intention to provide individual opportunities and resources in a play environment to meet each child's individual needs for development and to enable them to obtain their full potential throughout their stay at Pre-school.
- Each child, regardless of their ability, will have the opportunity to take part in all activities during the session.
- We will attempt to provide any specialist toys and equipment needed for a child's specific needs. If it is felt that these needs cannot be met without additional personnel/equipment, advice and funding will be sought to ensure that provision is appropriate for the child's needs.
- Systematic observations and record keeping will provide information that will help us identify any emerging difficulties and back up any concerns that parents may have regarding their child's development. We work in partnership with the child's parents/carers, health visitors and other relevant professionals, to ensure consistent care is provided.
- Continual monitoring and reviewing on progress will be made for every child. Individual play plans with achievable targets will be set within the child's capabilities, to be reviewed half termly or when appropriate for each child's particular circumstances.
- A child's progress and achievements are shared and discussed with key workers, other members of staff and parents/carers on a regular basis.

Procedures

The SENDCO (Special Educational Needs & Disabilities Coordinator) at Plymtree Pre-school is Clare Livingstone and this is made known to parents/carers.

We ensure that the provision for children with special needs is the responsibility of all members of the Pre-school.

We ensure that our inclusive admissions practice ensures equality of access and opportunity. As far as possible, our physical environment is suitable for children with disabilities.

To create and maintain a positive partnership, we work closely with parents/carers of children with special needs. We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education. We provide parents with information on sources of independent advice and support.

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

We ensure the privacy of children with special needs when intimate care is being provided.

We assess all of our children's needs when they first visit the Pre-school regardless of any obvious special educational need. All children are then continuously assessed using the observational developmental checks (Development Matters revised Sept 2023), notes are taken and then transferred to the child's record. In assessing progress, we have regard to the the seven areas of learning, namely:

- Communication and language;
- Physical development;
- Personal, social and emotional development;
- Literacy;
- Mathematics;
- Understanding of the world;
- Expressive arts and design.

If there are any obvious problems or if we have any concerns about a child's development, this is shared with the other members of our staff in a strictly confidential meeting. Any information shared between parents/carers and a member of staff is also shared with the child's key person. Together with the child's parents/carers, we will consider all information about the child's learning and development from within and beyond the setting, including any specialist advice already sought. A delay in learning and development may or may not indicate special educational needs but research has shown how important early identification and intervention can be.

Parents have a key part to play, particularly with early observations. Parents who approach us with concerns have usually contacted their Health Visitor/Doctor first. If we are the first port of call, we will usually suggest that the information is shared with a Health Visitor and potentially the family's Doctor as well, depending on the problem, as they are well placed to offer support

to help a family understand their child's needs and to help them access available support. If a parent or carer feels unable to approach their Health Visitor for any reason, the SENDCO will seek permission to do so on their behalf. To create and maintain a positive partnership, we work closely with parents/carers of children with special needs. We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education. We provide parents with information on sources of independent advice and support.

Where it is decided that special educational provision should be made for a child with special educational needs, parents will be informed and a four-stage process will be followed: assess, plan, do and review. This process will be repeated by us and revised to identify the best way of ensuring good progress. The child's parents will be involved and engaged throughout the process.

If a child continues in not making the progress expected of them, we will consider requesting an Education, Health and Care needs assessment.

Document History

Date	Change details	Reviewed by
20/01/2010	Almost complete rewrite of procedures section. Change name of SENCO to Sarah Nixon	Shelley Robinson
09/02/2011	Reviewed	Jackie Crowe
10/03/2012	Amending Officer's name	Jackie Crowe
06/03/2013	Reviewed	Rowan Pettitt
21/04/2013	Changed 'Playgroup' to 'Pre-school'	Rowan Pettitt
18/09/2013	Removed referent to TRIO as no longer exists and updated logo	Julie Pearce
01/04/2014	Policy reviewed	Julie Pearce
16/01/2015	Policy updated to reflect new 0-25 Code of Practice on Special Educational Needs and Disabilities	Ellie Hibberd
03/12/2015	Policy reviewed – policy name changed to include 'Disabilities' in line with SEND	Rowan Pettitt
03/08/2016	Amended SENCO to SENDCO	Rowan Pettitt
01/01/18	Policy reviewed – no changes.	Rowan Pettitt
02/10/18	Policy reviewed – no updates.	Donna Manser
01/10/19	Policy reviewed – no updates	Donna Manser
06/10/19	Early Years Foundation Stage dated amended to March 2017. SENCO amended to SENDCO. SENDCO changed from Clare Livingstone to Elaine Gubb.	
23/10/20	Policy reviewed – no updates	Anna Shelbourne

22/09/21	Policy reviewed – no updates	Anna Shelbourne
29/09/22	Policy reviewed – no update	Anna Shelbourne
01/09/23	Policy reviewed – no update	Charlotte Gibbins
01/09/24	Policy reviewed – no update	Charlotte Gibbins
01/10/25	Policy reviewed - Added ref to EYFS Statutory Guidelines Sept 25. Removed that records kept on assessment in line with EYFS changes. Added ref. to Development Matters and observational areas.	Clare Livingstone
01/11/26	Policy reviewed – changed EYFS to 2026, Changed SENDCO name to Clare Livingstone	Clare Livingstone