

Learning in Nature CIC & Beccles Forest Schools



Special Educational Needs and Disability Policy

Safeguarding and Welfare Requirement:

3.76 Early years providers must have arrangements in place to support children with Special Educational Needs and Disabilities (SEND).

This policy was adopted by:	Learning in Nature CIC & Beccles Forest Schools
Date of adoption:	19th October 2025
Date to be reviewed:	19th October 2026
Signed, on behalf of the provider:	
Name of signatory:	Rach Whitwood
Role of signatory:	Co-Director

Learning in Nature CIC & Beccles Forest Schools

Old School House, Barsham, Beccles, Suffolk, NR34 8HA

Company Number: 11747933

Ofsted URN: 2610910 Setting ref: 2610909



Policy Statement

At Beccles Forest Schools, we provide an environment in which all children with special educational needs and disabilities (SEND) are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice
- We have in place a clear approach for identifying, responding to, and meeting children's SEND.
- We support and involve parents (and where relevant, children), actively listening to, and acting on their wishes and concerns.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEND and their families.
- We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

Our SENDCo is:

Po Midwinter 07708 619251 po.learninginnaturecic@gmail.com

Please see Appendices for the legal framework and definitions upon which this policy is written.

Procedures

We designate a member of staff to be the Special Educational Needs Co-ordinator (SENDCo) and give their name to parents. The SENDCo works closely with our managers and other colleagues and has responsibility for the day-to-day operation of our Special Educational Needs and Disabilities Policy and for coordinating provision for children with SEND.

We ensure that the provision for children with SEND is the responsibility of all members of the setting. We ensure that our inclusive admissions practice ensures equality of access and opportunity and provides a broad, balanced and differentiated curriculum for all children.

We apply SEND support to ensure early identification of children with SEND. We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.

We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision-making processes. We take into account children's views and wishes in decisions being made about them, relevant

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to their level of understanding. We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.

We liaise and work with other external agencies to help improve outcomes for children with SEND. We have systems in place for referring children for further assessment e.g. Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHC) assessment.

We ensure that all our staff are aware of our Special Educational Needs and Disability Policy and the procedures for identifying, assessing and making provision for children with SEND. We ensure the effectiveness of our special educational needs 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. This information is collated, evaluated, and reviewed annually. If any concerns arise, we provide a complaints procedure, and we monitor and review our policy annually; please see our

[W Suggestions, Concerns and Complaints Policy \(August 2026\).docx](#) .

We assess and review children's development in relation to the early years outcomes as part of our [W Early Years Learning and Development Policy \(May 2026\).docx](#) . Where needs are identified through this process, we will meet with parents to discuss this and share ideas for some strategies to support a child. For example, if a child is experiencing difficulties with expressing themselves, we could consider the increase of nonverbal communication and allow a child more time to communicate their needs with speech.

We keep a clear record of any agreed issues and strategies. These are reviewed, and progress or ongoing needs recorded.

If necessary, we may decide to seek support from another professional such as a speech therapist, with consent from the parents or carers. Any ongoing support involving other agencies should be integrated

If help through a professional individual education plan is not sufficient to enable the child to progress satisfactorily, it may be necessary to consult with parents to discuss the need to request an education, health and care plan.

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Appendices

Appendix 1: Statutory Guidance and Legal Frameworks

Department for Education (2025) *Early Years Foundation Stage Statutory Framework for group and school based providers*, Available at

https://assets.publishing.service.gov.uk/media/68c024cb8c6d992f23edd79c/Early_years_foundation_stage_statutory_framework_-_for_group_and_school-based_providers.pdf.pdf (Accessed 19th October 2025)

Department for Education (2023) *Statutory Guidance: Working Together to Safeguard Children 2023*, Available at

https://assets.publishing.service.gov.uk/media/65cb4349a7ded0000c79e4e1/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf (Accessed 19th October 2025)

Department for Education (2014) *Early years: guide to the 0 to 25 SEND code of practice*, Available at

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/350685/Early_Years_Guide_to_SEND_Code_of_Practice_-_02Sept14.pdf (Accessed 19th October 2025)

Department for Education and Department of Health (2015) *Special educational needs and disability code of practice: 0 to 25 years*, Available at

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf (Accessed 19th October 2025)