



Little Forest Folk

Special Educational Needs / Disability Policy

Date Created: December 2018

Reviewed date: 21st July 2025

Reviewed by: Xiao Flynn

Statement of intent

We provide an environment in which all children, including those with special educational needs and disabilities (SEND), are supported to reach their full potential.

Aims

- We have regard for the DfE and DoH Special Educational Needs Code of Practice (2014)
- We comply with the Statutory Framework for Early Years Foundation Stage.
- We comply with the Equality Act (2010)
- We include all children in our provision.
- We provide practitioners to help support parents and children with special educational needs (SEN) / disabilities.
- We identify the specific needs of children with SEN / disabilities and meet those needs through a range of strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our practice and provision and, if necessary, make adjustments.

Methods

- The Designated Special Educational Needs Coordinator (SENCO) is **Olivia** and the Deputy Designated Special Educational Needs Coordinator (SENCO) is **Poppy Franks**.

Our SENCO

- Works closely with our manager and other colleagues and has responsibility for the day-to-day operation of our SEND Policy
- Coordinates provision for children with special educational needs within our setting
- Offers support for parents / carers
- Supports staff development
- Ensures appropriate records are kept
- Assists staff in making observations and assessments



- Assists staff in planning for children with special educational needs
- Contacts our Early Years SEN Advisory Teacher at an early stage for informal advice and support
- Liaises with other professionals / agencies
 - The EY SEN Team (EY SEN Advisory Teachers & EY Specialist Practitioners)
 - Health Visitors
 - Speech and Language Therapy Service
 - Physiotherapy Service
 - Occupational Therapy Service
 - Local Children's Centre Staff
 - We have a knowledge of local services e.g. Family Information Service & The Local Offer

We provide a statement showing how we provide for children with SEN / disabilities. We ensure that the provision for children with SEN / disabilities is the responsibility of all members of the setting.

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

- Our admissions form contains detailed sections/questions specifically on special educational needs and disabilities so that additional need/support is identified as early as possible.
- We encourage parents and/or carers of children with particular needs to approach our SENCO for more information and discuss how their child's needs can be met.
- For a child with complex needs (physical and/or medical) a risk assessment/care plan, additional training for staff and/or specialist equipment may be required before a start date at the setting can be agreed.

We ensure that our physical environment is as far as possible suitable for children with disabilities.

We work closely with parents of children with SEN / disabilities 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 education. We provide parents with information on sources of independent advice and support e.g. The Special Educational Needs and Disability Information, Advice and Support Service (IASS) / Independent Parental Special Education Advice www.ipsea.org.uk / Contact a Family SEN Advice Service (0808 808 3555).

We liaise with other professionals involved with children with SEN / disabilities and their families, including transfer arrangements to other settings and schools.

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



We provide a broad and balanced curriculum for all children with SEN / disabilities. We provide a differentiated curriculum to meet individual needs and abilities.

We use a system of planning, implementing, monitoring, evaluating and reviewing targeted plans for children with SEN/disabilities.

We ensure that children with SEN/disabilities 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 SEN/disabilities.

We provide resources (human and financial) to implement our SEN / disability policy.

We ensure the privacy of children with SEN / disabilities when intimate care is being provided.

We will respect parent's/carers' rights to confidentiality when supporting children with special educational needs.

We will always discuss any possible referrals to other services with parents/carers to seek their agreement before we make such referrals.

All meetings with parents/carers other than the normal parent staff contact will take place in private.

All our staff will need to be aware of any targeted planning targets agreed for a child as they are all likely to be involved in supporting that child. However, all staff are also aware that their knowledge of these targets is privileged information which should not be shared with anyone without the permission of either the setting Manager, SENCO or parent/carers.

Where possible practitioners and volunteers attend SENCO training.

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

We ensure the effectiveness of our SEN / disability provision by collecting information from a range of sources e.g. IEP 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

Confidentiality

- We will respect parent's/carer's rights to confidentiality when supporting children with special educational needs.
- We will always discuss any possible referrals to other services with parents/carers to seek their agreement before we make such referrals.
- All meetings with parents/carers other than the normal parent staff contact will take place in private.
- All our staff will need to be aware of any targets agreed for a child as they are all likely to be involved in supporting that child. However, all staff are also aware that their knowledge of these targets is privileged information which should not be shared with anyone without the permission of either the setting Manager, SENCO or parent/carer.

Identification and Assessment

- We use the Development Matters non statutory curriculum guidance for the Early Years Foundation Stage to support initial identification of SEND.
- We use a range of assessment tools to support early identification of SEND
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated approach, taking into account their levels of ability.
- We have systems in place for supporting children based on a continuous cycle of 'assess, plan, do and review', which is applied in increasing detail and frequency to ensure that children progress.
- We use a system for keeping records of the 'assess, plan, do and review' for children with special educational needs.
- We ensure that all staff are aware of the SEND Policy and the procedures for identifying, assessing and making provision for children with special educational needs.
- We undertake a progress check at the age of 2 which supplies parents/carers with a short summary of their child's development and is an opportunity to discuss any areas of concern in development.



The Graduated Approach as outlined in The SEND Code of Practice 0 – 25 years (2014):

Below is the SEN Support that we provide for identifying and supporting children with SEN or disabilities within our setting:

Assess

- We use initial observations and assessments from staff, information received from external resources and/or parental concern to support early identification.
- We use on-going observational assessments linked to the Early Years Outcomes/Development Matters to support early identification of needs.

Plan

- We use targeted plans to agree targets, interventions and support for a child identified with special educational needs with a child-centred focus and outcomes underpinning and informing the content of the plan.
- The SENCO will liaise with the child's parents/carers, together with the child and external agencies, if appropriate, in planning new ISPs.
- We encourage parents/carers to attend targeted planning meetings.

Do

- Key Person / Inclusion Support Worker will be responsible for working with the child on a daily basis
- Our SENCO will support and oversee implementation of the targeted plans.

Review

- The SENCO will organise review meetings with parents/carers, Key Person and/or Inclusion Support Worker and external professionals to monitor progress.

Request for Statutory Assessment

- If a child is not making expected progress we will discuss requesting an EHC needs assessment in consultation with the parents/carers and outside professionals.
- The Local Authority (LA) considers the need for an EHC needs assessment via an EHC Panel, and if appropriate a multi-disciplinary assessment will be made.
- Where the Local Authority decides to carry out an EHC needs assessment it will seek information from us about the child's needs.

- EHC Plans will be reviewed at least every three to six months to ensure that provision continues to be appropriate.

Links with other Support Services and Agencies

- We work in partnership with parents and other agencies in meeting individual children's needs.
- We liaise with other professionals involved with children with special educational needs and their families, including in connection with transfer arrangements to other settings and schools.
- We can signpost parents to other professionals that may be able to help such as a health visitor, speech and language therapists, children's centres and others.

Transition Procedure:

As part of good practice for transition and as stated in the SEND Code of Practice 0-25 years (January 2015 Para 5.47 Page 88):

'SEN Support should include planning and preparing for transition before a child moves into another setting or school. This can also include a review of the SEN support being provided or the EHC plan. To support the transition, information should be shared by the current setting with the receiving setting or school. The current setting should agree with the parents the information to be shared as part of the planning process.'

- Supporting the transition of a child with additional needs from the current placement to a new placement is an important part of the work of the setting SENCO.
- Successful transition for a child with additional needs means that they can be appropriately supported immediately upon starting at their new setting/school and will enable them to continue learning as effectively as possible.
- Agreement to share information with next placement is discussed and obtained with parents/carers. We discuss with parents the reasons for sharing information, what will be shared, how and with whom.
- We hold a transition meeting at the setting in the term before transition takes place and invite parents/carers and next placement.
- In partnership with parents/carers and next placement, we share relevant information such as the child's areas of need, strengths and EYFS Development Matters information regarding the areas of learning and development. We also share the stage of SEN Support, assessment information (within the setting as well as from relevant outside agencies), targeted plans including strategies and interventions and information on additional funding.

- Relevant paperwork is sent to the next placement.
- We liaise with the child's next placement to share information in partnership with parents.

Additional Funding – SEN Inclusion Funding

- A delegated inclusion budget for SEND is provided by Merton Local Authority.
- SEN Inclusion Funding is a means of enabling settings to provide early intervention and promote inclusion for children identified with special educational needs and disabilities.
- Requests for SEN Inclusion Funding are made by the early years provider.
- Information on SEN Inclusion Funding can be found on the Merton Local Offer.

Additional Funding – Disability Access Fund

- The Disability Access Fund (DAF) is financial support in early years settings for three to four year olds with special educational needs or disabilities.
- It is available to children of three and four years of age who are in receipt of child Disability Living Allowance (DLA) and the universal free early education entitlement.
- If the child uses more than one early years provider, the parent must choose which provider gets the funding.
- If the child moves setting in the same financial year, the fund will stay with the designated early years provider, and the child will not be eligible for a new payment until the next financial year.
- Information on DAF can be found on the Merton Local Offer.

For each eligible child, parents will need to:

- fill out a DAF Parent Declaration Form provided by the early years provider.
- share a copy of the Disability Living Allowance (DLA) letter.
- The early years provider will then notify the Local Authority of the child's eligibility.

Guidance:

- Special Educational Needs & Disability (SEND) Code of Practice 0 – 25 years (DfE & DoH 2014))
- Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)
- Equality Act (2010)
- Early Years Foundation Stage Statutory Framework (DfE 2021)
- Working Together to Safeguard Children (DfE 2018)



Extracts taken from:

- Policies for Early Years Settings Pre School Alliance