SEND Policy

Statement of Intent.

We provide an environment in which all children are supported to reach their full potential, by celebrating the individual child and their needs and customs.

Aims

- We have regard for the DfES SEND code of practice: 0-25 years (September 2014) and Disabled children and Equality act 2010 for Early Years.
- We aim to include all children in our provision.
- We provide practitioners to help support parents and children with special educational needs (SEND)
- We identify the specific needs of children with SEND 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.

Procedures

- We designate a member of staff to be Special Educational Needs and Disabilities co-ordinator (SENDCo) and give their name to parents. **SENDCo Claire Childs**
- 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 and equity of access and opportunity.
- We ensure that our physical environments are as far as possible suitable for children with disabilities, and will make reasonable adjustments if able to.
- We work closely with children and parents of children with SEND 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.
- We liaise with other professionals involved with children with SEND and their families, including transfer arrangements to other settings and schools.

- We use the SEN support in the Early Years Guidance which can be found in the SEND Code of Practise 0-25 Years.
- We provide a broad and balanced curriculum for all children with SEND.
- We provide a tailored curriculum to meet individual needs and abilities.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual support plans (SSPs) for children with SEND.
- We ensure that children with SEND are appropriately involved at all stages of the SEND support procedure, taking into account their levels of ability.
- We review the provision for SEND children on a termly basis.
- Where possible, we provide resources (human and financial) to implement our SEND policy. If a child is identified as needing extra support in the form of an extra member of staff, we will advertise immediately for the position. If however we cannot fill the vacancy we reserve the right to retract the offered place due to not being able to give the appropriate care to ensure the safety and well-being of the child and being able to effectively meet their needs, and the needs of all the other children.
- As with all children, we ensure the privacy of children with SEND when intimate care is being provided.
- We provide training for practitioners and volunteers. In addition to this, monthly staff meetings are held to discuss planning, children and any other issues including policy changes.
- We provide a complaints procedure.
- We monitor and review our SEND policy annually.

At Totterdown Preschool, we believe that all children have individual needs and some children have special educational needs. In order to meet the needs of all our children it is important to take account of all the information we have available; parents, previous settings, health professionals, 2yr check, Early Help Assessment, other professional bodies including, early years services, occupational therapists, physiotherapists, speech therapists etc. By liaising with the people involved with the child, and cross referencing with the Birth to five document, the Graduated Response documents and other diagnostic tools available, we will be able to build a complete picture of the child and therefore be able to plan and provide the activities, resources and care that the child specifically needs to thrive and reach their full potential. We ensure that our staff ratios are in line with government guidelines and in the event that a child needs aren't being met, we would endeavor to seek funding to provide extra staff and resources. We ask that parents highlight any needs that their child has on our registration form, in order that we can plan for any additional resources/strategies that the child may require. Each child will be provided with a key worker, and this person will liaise on an informal daily basis, with the parents/carers to convey any information about the child's development. More formal meetings will be held as and when needed by all parties involved, including SSP reviews and referrals to different agencies. Totterdown Preschool believes in an open door policy and will make itself approachable and available to all parents on a daily basis. Any conversations/ observations will be confidentially recorded. If a child requires an SSP (Surrey Support Plan), this will be developed with the full consent, support and input of the parents/carers. All information is confidential and will only be available to the child's parents/carers, ourselves and any outside agencies involved with the child and their family. This is in line with our Confidentiality Policy and GDPR guidance.

At Totterdown Preschool, we aim to:

- Provide an inclusive education, whereby all pupils needs are identified quickly and appropriate and timely action is taken to enable pupils to thrive and achieve their potential by reducing barriers to learning.
- Ensure maximum access to the curriculum for all pupils, recognising the variety of social backgrounds from which the children come and any physical or mental barriers.
- Widen the opportunities for pupils with learning difficulties. In the event of a trip outside of the Preschool setting, parents would be consulted on the additional needs required to make the trip accessible, and asked to accompany if necessary.
- In the event of medicines needing administering, this would be in line with our Medicine Administration Policy. Practitioners working with the child would undertake any necessary training before administering was needed.
- Identify and assess early individual learning needs through assessment procedures such as the DFE assessments; WELCOMM and Early Language Child Monitoring Tool, the Graduated response document and Birth to 5 guidance; and in discussion with colleagues and the SENCo.
- Where necessary seek support from outside agencies by making a referral to the Surrey Child and Family Health for suitable therapies; Surrey Early Years/SEND advisory team; SEES team etc. In the case of the child needing a Developmental Pediatrician referral and their GP being in Guildford, then we would ask the parents to make an appointment with the GP for them to refer. We would provide a letter of evidence to accompany this.
- For all staff to have responsibility for meeting the learning needs of all the pupils in their care
- Encourage all parents to recognise that they have joint responsibility with the preschool in supporting their child's learning
- Recognise that children learn in different ways (learning styles)
- Work in partnership with parents and pupils, setting clear targets and keeping parents regularly informed of progress
- Continue to develop and maintain the self-esteem of children
- Provide appropriate resources for children with SEND including visuals, objects of reference etc
- Develop the skills of the whole staff in SEND

Links with other professionals

We are in regular contact with professionals involved in the lives of the children in our care and attend multi-disciplinary team meetings when needed.
We also attend the Early Years/ SEND Network meetings in order to meet and liaise with the other Early Years providers in the area and keep our knowledge up to date.
We are in regular contact with Surrey SEND advisors, and welcome both themselves and any other professionals into our setting, including speech therapists, OT's etc
In addition to the links we have with the above settings, the SENCo of Totterdown Preschool will contact the SENCo of any new provision to discuss the needs of a child who is moving to their setting, and organise a time when they can come and see the child in their present environment. All paperwork is then securely egressed to the new setting.

All of our policies are available to view on our website. If you require these in any other format ie, in another language or braille, a hard-copy etc, then please let us know.

Agreed by Claire Childs, Shamira Lumsden

Reviewed : November 2026

Amended : Sept 2019, April 2020, Feb 2022, May 2023, July 2025, November 2026

STAFF ACKNOWLEDGEMENTS

I have read this policy and will adhere to it in future practice: