



Special Educational Needs and Disabilities (SEND) Policy

Policy Statement

At Impstone & Cherry Trees Preschool, we are committed to providing an ambitious, inclusive, and nurturing environment where every child can thrive. We aim to deliver high-quality education that meets the needs of all children, including those with Special Educational Needs and/or Disabilities (SEND).

Our approach reflects an Ofsted "Outstanding" standard by ensuring:

- Intent: A curriculum designed to meet the needs of all learners
- Implementation: Skilled staff delivering inclusive, adaptive teaching
- Impact: All children, including those with SEND, make strong progress from their starting points

We follow the SEND Code of Practice (0-5 years) and the Early Years Foundation Stage (EYFS).

Aims

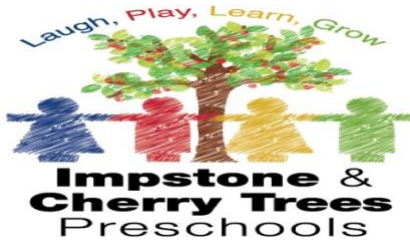
- To identify SEND at the earliest opportunity
 - To ensure all children access a broad, balanced, and ambitious curriculum
 - To remove barriers to learning through inclusive practice
 - To work in partnership with families and professionals
 - To ensure children are well-prepared for their next stage of education
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Definition of SEND

A child has SEND if they have a learning difficulty or disability that requires special educational provision.

Areas of need may include:

- Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health
 - Sensory and/or physical needs
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Roles and Responsibilities

SENCO (Special Educational Needs Coordinator)

The SENCO will:

- Lead on SEND provision within the setting
- Identify and assess children with possible SEND
- Maintain up-to-date SEND records
- Support staff with strategies and interventions
- Liaise with parents/carers and external agencies
- Coordinate referrals and funding applications
- Monitor and review individual support plans

Manager

- Ensure legal compliance with SEND legislation
- Support staff training and development
- Ensure resources are available to support inclusion
- Monitor effectiveness of SEND provision

Practitioners

- Observe, assess, and monitor children's development
- Deliver high-quality, inclusive teaching
- Implement support strategies and plans
- Maintain regular communication with parents/carers

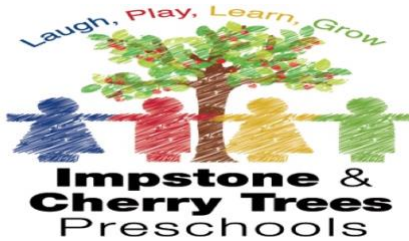
Identification and Early Intervention

We use a robust system of observation, assessment, and tracking to identify needs early.

Procedure:

- Key person identifies a concern through observation
- Evidence is gathered (observations, assessments, progress data)
- Discussion held with SENCO
- Meeting arranged with parents/carers
- Targeted support begins

We use EYFS checkpoints, 2-year checks, and ongoing assessments.



Graduated Approach (Assess, Plan, Do, Review)

Assess

- Baseline assessments
- Parent input
- Observations

Plan

- Agree SMART targets
- Create Individual Support Plan (ISP)
- Identify strategies and interventions

Do

- Implement within daily practice
- Use differentiation and scaffolding

Review

- Review every 6-8 weeks
- Adjust strategies
- Involve parents

Individual Support Plans (ISPs/IEPs)

Each plan includes:

- Child's strengths and interests
- Clear, SMART targets
- Specific strategies and interventions
- Staff responsibilities
- Review dates

These plans are shared with parents and reviewed regularly.

Working with Families

We recognise parents/carers as partners in their child's development. We will:

- Share concerns promptly and sensitively
- Involve parents in all decision-making
- Provide regular updates on progress
- Offer support and signposting where needed



Working with External Agencies

Referral Process

- Concerns discussed with parents/carers
- Gain written consent
- SENCO gathers evidence and completes referral forms
- Referrals submitted to appropriate services
- Recommendations implemented and reviewed

With parental consent, we may involve professionals such as:

- Speech and Language Therapists (SALT)
- Educational Psychologists
- Health Visitors
- SEND Advisory Teams
- Occupational Therapists

Education, Health and Care Plans (EHCPs)

If a child requires a higher level of support:

- The SENCO will work with parents to request an Education, Health and Care (EHC) needs assessment
- Evidence will be gathered, including reports and observations
- Application submitted to Local Authority
- The local authority will decide whether to issue an EHCP within statutory timeframe

If an EHCP is in place:

- The preschool will follow the specified provision
- Targets will be incorporated into planning
- Annual reviews will be attended and supported

Funding and Additional Support

Where appropriate, the setting may apply for additional funding to support a child's needs. This may include:

- Inclusion funding
- High needs funding

Funding will be used to provide additional staff support, resources, training or specialist input.



Inclusive Practice (Implementation)

Staff ensure:

- Activities are adapted for all learners
- Visual supports are used
- Flexible teaching strategies are applied
- Environments are accessible

Impact and Outcomes

We measure impact through:

- Progress tracking
- Review meetings
- Observations
- Parent feedback

Children with SEND are expected to make good progress from their starting points.

Partnership with Parents

We:

- Communicate regularly
- Hold review meetings
- Share strategies for home
- Provide support and signposting

Transitions

Internal Transitions:

- Information shared between staff

School Transitions:

- Transition reports completed
- Meetings arranged with receiving schools
- Additional visits where needed
- Social stories and preparation activities



Local Offer (Parent Information Summary)

Impstone & Cherry Trees Preschool provides:

- Early identification of SEND
- Individualised support plans
- Access to external professionals
- Inclusive learning environment
- Strong parent partnerships

Parents can request further information from the SENCO at any time.

Record Keeping and Confidentiality

- Records stored securely
 - Shared only with consent
 - Transferred appropriately
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Monitoring and Review

- Regular monitoring by SENCO and Manager
 - Annual policy review
 - Staff training updated regularly
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