

Thamesview Preschool

Special Educational Needs & Disabilities (SEND) Policy

Policy reviewed: September 2026

Date of review: September 2027

Policy lead: Manager/Deputy/SENco

SENCOs: Lisa Jagg & Samantha Ireland

1. Statement of Intent

Thamesview Preschool is committed to providing an inclusive environment in which every child is valued, respected and supported to reach their individual potential.

We recognise that every child is unique and that children develop and learn at different rates. We are committed to identifying and responding to children's individual needs as early as possible and to removing barriers to learning, development, participation and wellbeing.

We will provide an inclusive, stimulating and supportive environment where children with special educational needs and/or disabilities (SEND) are able to participate fully in the life of the preschool.

Our approach is based on partnership working between the child, parents/carers, practitioners, the SENCO, managers and, where appropriate, external professionals and the local authority.

We will have regard to the **Special Educational Needs and Disability Code of Practice: 0 to 25 years**, the **Equality Act 2010**, the **Children and Families Act 2014** and the current **Early Years Foundation Stage (EYFS) Statutory Framework for Group and School-Based Providers**.

We will ensure that children with SEND are given appropriate opportunities to participate in the full range of experiences offered by Thamesview Preschool and that reasonable adjustments are made where necessary.

2. Our SENCOs

Thamesview Preschool's SENCOs are:

Samantha Ireland

Lisa Jagg

The SENCOs work closely with the manager, deputy manager, key persons and all practitioners to coordinate SEND provision throughout the setting.

The SENCOs will:

- Coordinate the identification and assessment of children who may have SEND.
- Support practitioners in recognising and responding to emerging needs.
- Work in partnership with parents/carers.
- Coordinate the graduated approach of **Assess, Plan, Do and Review**.
- Support staff to develop appropriate strategies and adaptations.
- Ensure that individual support plans are developed and reviewed where required.
- Monitor the effectiveness of SEND provision.
- Support staff in implementing targeted interventions.
- Liaise with relevant external professionals and services.
- Liaise with the local authority where appropriate.
- Support parents in understanding the SEND process and accessing appropriate services.
- Coordinate information and support for children with an Education, Health and Care Plan (EHCP).
- Support effective transition arrangements for children with SEND.
- Ensure relevant information is shared appropriately with staff on a need-to-know basis.
- Identify staff training needs relating to SEND.
- Keep appropriate records of SEND support and reviews.

The SENCOs will ensure that SEND provision remains an integral part of the setting's curriculum and daily practice.

3. Definition of Special Educational Needs and Disability

A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child may have a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for children of the same age.

A child under compulsory school age is considered to have a special educational need where they fall within the definition above or would do so if special educational provision were not made for them.

A child does **not** need to have a formal diagnosis before the setting can identify their needs or provide appropriate support.

We recognise that SEND may include needs relating to:

- Communication and interaction.
 - Cognition and learning.
 - Social, emotional and mental health.
 - Sensory and/or physical development.
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4. Inclusion and Equality

Thamesview Preschool is committed to inclusion and equality of opportunity.

Children will not be excluded from activities because of their SEND. We will make reasonable adjustments and adapt activities, resources, routines, the environment and our teaching approaches where appropriate.

We will maintain high expectations for every child and will support children to participate as fully as possible.

We will work in accordance with our Equality and Inclusion Policy and the Equality Act 2010.

5. English as an Additional Language (EAL)

A child must not be regarded as having a special educational need simply because the language or form of language used in their home is different from the language used within the setting.

Where a child has English as an additional language, practitioners will consider their communication and language development in the context of their home language and overall development.

Where appropriate, we will:

- Work with parents to understand the child's language background.
- Use key words and phrases from the child's home language where possible.
- Use visual prompts, photographs, symbols and gestures.
- Adapt our communication and interactions.
- Work with parents to identify effective ways of supporting communication.

Where there are concerns that a child has additional communication, language or developmental needs beyond their EAL needs, these will be considered through our normal SEND identification and support processes.

6. Admissions

Thamesview Preschool welcomes applications from children with SEND.

We will work with parents/carers to understand a child's individual needs before and during admission and will consider what reasonable adjustments and support may be required.

Where appropriate, we will work with other professionals before a child starts at the setting to ensure that appropriate arrangements are in place.

We will not discriminate against a child because of their disability or SEND.

7. Accessibility

Thamesview Preschool will consider the accessibility needs of children, parents/carers and families.

Where necessary, we will consider:

- Physical access.
- Toileting and personal care.
- Communication needs.
- Sensory needs.
- Access to activities and resources.
- Adaptations to the environment.
- Reasonable adjustments to routines and activities.

We will continually review the environment to identify and remove barriers to children's participation.

8. Identification and Early Intervention

Early identification of SEND is important.

All practitioners are responsible for noticing when a child may require additional support. Concerns may arise through:

- Observations.
- Assessment of learning and development.
- Discussions with parents/carers.
- Information provided by previous settings or professionals.
- Monitoring a child's progress.
- A child's communication and interaction.
- A child's behaviour and emotional development.
- Sensory or physical needs.
- Difficulties accessing activities or routines.
- A lack of expected progress despite appropriate support and adaptations.

Practitioners will discuss concerns with the child's key person, SENCO and manager as appropriate.

We will not wait for a formal diagnosis before making reasonable adaptations or providing appropriate support.

9. Partnership with Parents and Carers

Parents and carers are valued as important partners in supporting their child's development.

Where concerns arise, we will discuss these with parents/carers openly and sensitively.

Parents will be encouraged to share:

- Their knowledge of their child.
- Their child's strengths and interests.
- Information about development and behaviour at home.
- Any previous assessments or professional advice.
- Their views about the support their child may require.

Parents will be involved in identifying outcomes, planning support and reviewing progress.

Where appropriate, the views of the child will also be considered.

10. The Graduated Approach – Assess, Plan, Do and Review

Thamesview Preschool uses the graduated approach recommended within the SEND Code of Practice.

This is a continuous cycle of:

Assess

We will gather information about the child's strengths, interests, development and areas where they may require additional support.

This may include:

- Observations.
- Assessment information.
- Discussions with the child where appropriate.
- Discussions with parents/carers.
- Information from practitioners.
- Information from previous settings.
- Advice from external professionals.

Plan

Where additional support is required, the SENCO, key person and parents/carers will agree appropriate outcomes and support.

The plan will identify:

- The child's strengths and needs.
- Desired outcomes.
- Strategies and adaptations.
- Any targeted interventions.
- Who will provide the support.
- How often support will be provided.
- Any resources or equipment required.
- How progress will be measured.
- A date for review.

Do

The agreed support will be implemented as part of the child's normal day wherever possible.

The child's key person will remain actively involved in supporting the child on a daily basis, with guidance from the SENCO.

All staff working with the child will be made aware of the strategies and reasonable adjustments they need to implement.

Review

The child's progress will be reviewed regularly.

The review will consider:

- Progress towards agreed outcomes.
- What has worked well.
- What has not worked.
- Whether adaptations need to be changed.
- Whether additional support is required.
- Whether advice from another professional would be beneficial.
- The views of the child, where appropriate.
- The views of parents/carers.

The plan will then be adapted and the cycle will continue.

Our usual review period for targeted support will be approximately **6–8 weeks**, although support may be reviewed sooner where necessary.

11. SEN Support / Targeted Support Plan

Where a child requires support in addition to the setting's ordinarily available provision, a SEN Support/Targeted Support Plan may be developed.

The plan will be individual to the child and may include:

- Short-term outcomes.
- Teaching and interaction strategies.
- Environmental adaptations.
- Visual support.
- Communication strategies.
- Additional resources.
- Targeted interventions.
- Support from specific members of staff.
- Advice from external professionals.
- A review date.
- Evidence of progress.

Parents will be involved in developing and reviewing the plan.

12. Working with External Professionals

Where appropriate, Thamesview Preschool may seek advice or support from external agencies.

This may include, but is not limited to:

- Health Visitors.
- Speech and Language Therapy.
- Paediatric services.
- Educational Psychology.
- Occupational Therapy.
- Physiotherapy.
- Specialist teaching services.
- Early Years SEND teams.
- Local authority services.
- Other relevant health, education or social care professionals.

We will work collaboratively with parents/carers and professionals to support the child's needs.

Information will be shared lawfully and appropriately in accordance with our GDPR, Confidentiality and Safeguarding Policies.

Where parental consent is normally required, this will be sought. Information may be shared without consent where there is a lawful basis to do so, including where safeguarding or another legal requirement applies.

13. Education, Health and Care Needs Assessment and EHCPs

For a small number of children, the support available through SEN Support may not be sufficient to meet their needs.

Where appropriate, Thamesview Preschool will work with parents/carers and relevant professionals to consider whether an Education, Health and Care Needs Assessment may be appropriate.

The setting will contribute evidence about:

- The child's strengths and needs.
- Their development and progress.
- Support already provided.
- The impact of interventions.
- The child's response to support.
- The views of parents/carers.
- Any relevant professional advice.

If an EHCP is issued, Thamesview Preschool will work with the local authority, parents/carers and relevant professionals to implement the provision identified within the plan.

14. Annual Reviews of EHCPs

Where a child has an EHCP, Thamesview Preschool will cooperate with the local authority in reviewing the plan.

We will provide relevant information about the child's:

- Progress.
- Development.
- Strengths.
- Current needs.
- Provision.
- Outcomes.
- Future support requirements.

Parents/carers and other relevant professionals will be involved in the review process as appropriate.

15. Transition

We recognise that transitions can be particularly important for children with SEND.

We will plan transitions carefully and in partnership with parents/carers and other professionals where appropriate.

This may include:

- Transition into Thamesview Preschool.
- Moving between rooms.
- Changes of key person.
- Changes in routine.
- Transition to another early years setting.
- Transition to school/Reception.

Where appropriate, we may arrange:

- Additional visits.
- Meetings with parents.
- Meetings with the receiving setting.
- Sharing of relevant information.
- Transition plans.
- Visual resources and photographs.
- Opportunities for the child to become familiar with the new environment.

We will aim to ensure that information about the child's strengths, needs, successful strategies and support is transferred appropriately.

16. Record Keeping

Thamesview Preschool will maintain appropriate records relating to children with SEND.

Records may include:

- Observations.
- Assessments.
- SEN Support/Targeted Support Plans.
- Review records.
- Parent discussions.
- Professional reports.
- Referral information.
- EHCP documentation.
- Transition information.

Records will be stored securely and managed in accordance with our GDPR and Confidentiality Policy.

Parents/carers will be able to access information relating to their child in accordance with data protection requirements.

17. Confidentiality and Information Sharing

Information about a child's SEND is confidential.

Staff will only have access to information that is necessary for them to support the child appropriately.

Information will be shared with staff on a need-to-know basis.

We will work in accordance with the Data Protection Act 2018, UK GDPR, our GDPR and Confidentiality Policy and our Safeguarding Policy.

Confidential information will not be discussed in public areas or with individuals who do not have a legitimate reason to receive it.

Where information needs to be shared with external professionals, this will be done lawfully and appropriately.

Safeguarding concerns will always take priority, and information may be shared without parental consent where this is necessary to protect a child.

18. Staff Training

Thamesview Preschool recognises the importance of ensuring that practitioners have the knowledge and skills necessary to support children with SEND.

The SENCOs will identify training needs and provide guidance and support to staff.

Training may include areas such as:

- Speech, language and communication.
- Autism.
- Sensory needs.
- Behaviour and emotional development.
- Supporting children with physical disabilities.
- Inclusive practice.
- Communication systems.
- Specific medical or developmental needs.

Staff will be supported to implement advice and strategies provided by external professionals.

19. The Local Offer

Thamesview Preschool recognises the importance of the local authority's SEND Local Offer.

Parents/carers will be signposted to information about the support available to children and young people with SEND across education, health and social care.

Where appropriate, the SENCO will support parents in accessing relevant local services and information.

20. Monitoring and Review of SEND Provision

The SENCOs and management team will monitor the effectiveness of SEND provision within the setting.

This will include consideration of:

- Children's progress.
- The effectiveness of targeted support.

- Parent feedback.
- Staff feedback.
- External professional advice.
- Accessibility and inclusion.
- Staff training.
- Transition arrangements.

Where necessary, provision will be adapted to ensure that children receive appropriate support.

21. Legal and Guidance Framework

This policy has regard to the following legislation and guidance:

- **Early Years Foundation Stage (EYFS) Statutory Framework for Group and School-Based Providers – September 2026**
- **Special Educational Needs and Disability Code of Practice: 0 to 25 years**
- **Children and Families Act 2014**
- **Equality Act 2010**
- **Special Educational Needs and Disability Regulations 2014**
- **Data Protection Act 2018**
- **UK General Data Protection Regulation (UK GDPR)**

This policy should be read alongside Thamesview Preschool's:

- Safeguarding Policy.
 - Equality and Inclusion Policy.
 - GDPR and Confidentiality Policy.
 - Behaviour Policy.
 - Health and Safety Policy.
 - Complaints Policy.
 - Key Person Policy.
 - Admissions Policy.
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22. Policy Review

This policy will be reviewed annually or sooner where there are changes to legislation, statutory guidance, local authority requirements or the needs of children attending Thamesview Preschool.

Date of review: September 2027

Signed: _____

Name: _____

Position: _____

Date: _____