



Burpham Preschool: Special Educational Needs and Disabilities (SEND) Policy

This policy is a statement of the aims, principles and strategies for the teaching and learning of children at Burpham Preschool who require additional support and/or have Special Educational Needs or Disabilities. This policy reflects the principles included within the 0 – 25 SEND Code of Practice (2015) which was published in response to the Children and Families Act 2014.

At Burpham Preschool, we are committed to providing an inclusive environment where all children are valued, supported and encouraged to achieve their full potential. We recognise that some children may have Special Educational Needs and Disabilities (SEND) and we aim to ensure that all children have equal access to learning opportunities and experiences.

We work in partnership with parents/carers, outside agencies and professionals to meet each child's individual needs in accordance with the principles of inclusion and equality.

Definitions

Special Educational Needs are defined as those of children who have significantly greater difficulty than the majority of their peer group, and are unable to avail themselves fully of the curriculum or make use of educational facilities because of physical, emotional, behavioural or cognitive difficulties. This learning difficulty or disability requires special educational provision to be made for them.

Aims and Objectives

Burpham Preschool is committed to providing an inclusive environment where every child is valued, respected and given the opportunity to achieve their full potential.

We aim to identify and respond to children's special educational needs and disabilities as early as possible.

We work in close partnership with parents/carers and external professionals to tailor learning and support.

Our aims are to:

- Identify children with SEND as early as possible.
- Provide appropriate support tailored to each child's individual needs.
- Promote positive outcomes and independence for all children.

- Ensure all children can participate fully in activities and experiences.
- Work closely with parents/carers and professionals.
- Comply with the SEND Code of Practice (2015) and the Equality Act 2010.
- Foster an inclusive and welcoming environment for every child and family.

Roles and Responsibilities

The designated special educational needs and disabilities co-ordinator (SENDCo) is:
Carol Lowries

The SENDCo is responsible for:

- Co-ordinating SEND provision within the setting.
- Supporting staff in identifying and meeting children's needs.
- Liaising with parents/carers and outside agencies.
- Maintaining SEND records.
- Ensuring relevant training and support for staff.
- Monitoring progress and reviewing support plans.

The staff are responsible for:

- Providing inclusive practice.
- Observing and monitoring children's development.
- Identifying concerns early.
- Implementing strategies and interventions.
- Working in partnership with families.

The preschool leadership team are responsible for ensuring that the setting is fully compliant with relevant legislation and that all staff have access to appropriate training.

Identification and Support for Children with a Special Educational Need or Disability

We believe that all children progress at different rates. Slower progress or specific difficulties do not automatically mean a child has SEND.

We monitor all children's development and progress against the EYFS framework through:

- Observations
- Assessments

- Development Tracking
- Discussions with Parents/Carers
- Information from Health Professionals or Outside Agencies

Early identification is crucial. If a key person or parent identifies a potential delay or need, we will initiate the graduated approach to support children who may have a learning difficulty. At each stage, we apply the 'Assess, Plan, Do, Review' model as advocated in the Code of Practice 2015.

Assess: Evaluate the child's strengths, needs and current developmental stage through observation, assessment and discussion.

Plan: Work with parents to set specific, achievable targets (often outlined in an Individual Education Plan or Surrey Support Plan). Specialist advice from professionals outside the setting including the setting's designated Early Years Advisor from Surrey County Council may be sought.

Do: Implement tailored interventions, targeted small-group work or adapted activities.

Review: Regularly evaluate the child's progress against the planned targets and update plans as necessary.

If a child continues to make less than the expected progress despite evidence-based support and interventions that are matched to the child's particular area/s of need, we may liaise with parents to involve appropriate specialists e.g. health visitors or speech and language therapists who may be able to identify appropriate strategies or other interventions to enable the child to make progress towards the developmental outcomes.

The decision to involve specialists will be taken following consultation with the child's parents/carers.

Education and Health Care Plan (EHCP)

If despite relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made the expected progress, we will consider completing a request for an Education, Health and Care Needs Assessment (EHCNA). We will work with parents to complete a request for assessment together and support families through this process.

Working with Parents/Carers

We believe parents/carers know their children best and value their involvement in all decisions regarding support and provision.

Parents are involved at every stage of the Assess, Plan, Do, Review cycle with regular meetings to discuss progress and next steps.

We provide information on local support networks and the Local Offer which details services available to families of children with SEND in the local area.

Transition Arrangements

We support children with SEND as they transition to primary school. The SENCo and key person will collaborate with the child's receiving school to share information, paperwork and strategies to ensure a smooth and seamless transition.

Reviewed: May 2026

Next Review: May 2027