



## Young Friends Kindergarten

### *Special Educational Needs and Disability (SEND) Policy*

**Reviewed:** August 2025

**Next Review:** August 2026

**Written by:** Louise Lloyd-Evans

---

## Our Values

Inclusion is central to who we are. We are committed to enabling all children to thrive, recognising and respecting the unique needs of each child.

- **Sustainability** – Long-term change is possible when we invest early in inclusive support
  - **Respect** – Every child deserves to be heard, known, and planned for
  - **Authenticity** – We don't box children into expectations — we meet them where they are
  - **Supportive Leadership** – Our SEND practice is supported, resourced and coached
  - **Community** – We work in partnership with families, professionals and each other
- 

## Policy Statement

This policy sets out our approach to identifying and supporting children with special educational needs and disabilities (SEND), whether or not they have an Education, Health and Care Plan (EHCP).

It is rooted in the **SEND Code of Practice (2015)** and the **Equality Act (2010)**, and reflects our statutory duties and inclusive vision.

---

## Purpose of This Policy

- To identify SEND early through relationships, observation and shared knowledge
  - To plan appropriate support and monitor progress
  - To work closely with families and external professionals
  - To ensure all children have equal access to high-quality early education
  - To embed inclusive practice in all areas of nursery life
- 

## Applicability

This policy applies to:

- All staff
  - All children
  - Families
- 

## Initial Identification

We use a **graduated approach** to spotting and responding to needs:

- Families share information via "All About Me" and through daily dialogue
- **Key people** observe and assess individual development
- **Settling-in observations** and a child's starting point highlight strengths and needs
- Room leads work alongside the **SENDCo** to plan support if concerns emerge
- Families are consulted early and consistently

We consider health history, sibling needs, home factors and early signs that a child may benefit from additional support.

---

## Assessment and Support

- If additional needs are identified, the key person, SENDCo and manager create a **support plan**
- The plan includes observations, adaptations, and agreed strategies
- Children may be referred to BHISS, Seaside View, speech and language therapy or other professionals
- Parents are always consulted and supported through the referral process
- **Progress Checks at Age 2** may include targeted support recommendations

---

## Our Practice in Action

- Our environments are planned to be flexible, sensory-aware, and fully accessible to meet a range of needs.
- Activities, routines, and resources are adapted proactively to remove barriers to learning and participation.
- Our curriculum is designed so all children can engage fully, meaningfully, and with joy, whatever their starting point.
- We use the Early Years Foundation Stage framework alongside observation and assessment to track individual progress and shape experiences.
- Key people receive targeted coaching, ongoing training, and regular SEND supervision to strengthen inclusive practice.
- Individual Support Plans (ISPs) or Learning Plans are created based on the child's needs, with input from parents, families, and outside professionals.
- Plans are reviewed at least every two months, or sooner where progress, changes in need, or professional recommendations require it.

---

## School Readiness and Transition

- Children on SEND support receive a **summative report and transition document** in their final term
- We support families in liaising with schools and understanding the EHCP process
- Deferred entry decisions are supported on a case-by-case basis with the local authority
- We apply for **Early Years Pupil Premium or inclusion funding** as needed to support children 1:1

---

## Working with Families and Professionals

- We hold respectful, supportive meetings with families
- We signpost families to **Amaze** for help with rights, benefits, and mental health
- We work closely with **BHISS**, health visitors, and specialist services
- We follow recommendations from EHCPs and external assessments
- Our SENDCo maintains a full record of children's needs, plans and progress

---

## Monitoring and Review

- The SENDCo leads termly reviews of support plans
- Risk assessments are updated regularly for accessibility
- The policy is reviewed annually and in response to any regulatory updates

---

## External Guidance and Links

- SEND Code of Practice (2015)
  - Equality Act (2010)
  - Birth to 5 Matters
  - Early Years Foundation Stage
  - Brighton & Hove Inclusion Support Service (BHISS)
  - Just Right Programme – Brighton & Hove
-

**Linked Policies**

- Admissions Policy
- Behaviour Management
- Communication Policy
- Equalities and Diversity
- Key Person Policy
- Learning and Development
- Progress Check at Age 2
- Outdoor Trip Policy
- Partnership with Parents