



SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

Purpose and Principles

At Worstead Preschool we promote inclusion throughout with a high focus on children and adults with special educational needs and disabilities. We support them in reaching their full potential, encouraging each child to value and respect diversity and inclusion.

All children are entitled to an education that enables them to achieve their goals and have their needs and wishes met. We encourage children to become confident with a growing ability to communicate their own views, wishes, feeling and promoting school readiness. At Worstead Preschool we follow the UN convention of the rights of the child.

https://www.onefamily.ie/wp-content/uploads/UNCRTC_Child-Friendly-Language.jpg

Definitions

SEND – special educational needs and disabilities

SENCo – special educational needs co-ordinator

Disability – The Equality Act 2010 defines disability as a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities

Special Education Need - Children and young people with SEN all have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. These children and young people may need extra or different help from that given to others.

Legislation

Our preschool holds regard to the SEN codes of practice and DfES codes of practice on the identification and assessment of additional educational needs and to provide a welcome and appropriate learning opportunity for all children. Worstead preschool, complies with the most up to date and current legislation and guidance.

This organisation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Worstead Preschool are required to comply with the following Legal Frameworks:

Equality Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance>

Disability Discrimination Act (DDA) 1995, 2005

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/228870/9780108508066.pdf

Children Act 1989, 2004

<https://www.legislation.gov.uk/ukpga/1989/41/2004-12-07>

Special Educational Needs & Disability Act 2014

<https://www.legislation.gov.uk/uksi/2014/1530/contents/made>

Children and Families Act 2014

<https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

The Special Educational Needs and Disability Code of Practice (2015)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

The UN Convention on the Rights of the Child

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Aims

- To promote the rights of a child with Special Educational Needs and Disabilities to have their needs recognised and met throughout their time at Worstead Preschool and during all transitions.
- To demonstrate how we provide an environment that is accessible to children and parent/carers with disabilities, as far as is possible, in our premises. We aim to recognise each child's individual needs including the identification and assessment process.
- To explain how key persons and the SENCo identify the needs of a child and provide interventions that are additional to, or different from the setting's usual provision and to explain the purpose of the graduated approach system.
- To promote good practice by ensuring confidentiality and privacy for parents/carers and children and respecting the need to seek parental permission when seeking the views of other professionals about their child.

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- To explain to parents/carers how to voice concerns they may have about our SEN provision.
- To promote the importance of working together with health professionals, outside agencies and the child's family to support the child.
- We provide universal provision and additional support for children where necessary for progress and development.
- We aim to work on an improvement basis, monitoring our SEND provision regularly to ensure we are up to date with knowledge, training and best practice.
- To promote positive images and role model during play and interaction experiences throughout
- To celebrate diversity in all aspects of play and learning.

At Worstead Preschool the staff can provide.

- An assessment of the child's needs based on observation and information from parents/carers, other professionals. This will support an identification and assessment process.
- Information obtained from training that is shared at staff meetings and made available to all members of staff. This information will also be shared with parents / carers when necessary and relevant.
- An environment that promotes development and is inclusive for all children and adults. Ensuring our inclusive admissions practice includes equality of access and opportunity.
- Provide families with information and sources of independent advice and support.
- Support and collaborative working with other professionals involved in the child's learning and development.

Methods

- At Worstead Preschool there are several methods we can use to, identify, assess, support and monitor SEND. We will use any recommended methods we feel confident and competent to undertake.
- Please see below a table of methods regularly used for each area of SEND and universal provision.

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	Speech, Language and Communication	Physical and Sensory	Cognition and Learning	Social, Emotional and Mental Health	Universal Provision
Methods often used during graduated approach	- Wellcomme - ECAT - East Coast Speech Sound Screen	- Sensory Suggester - Sensory Circuits - Adapted environments	- Alternative learning activities - Repetition of tasks 1-1 time	- Social stories - Zones of regulation work - Modelling self-regulation	- Emotion coaching - Widgit symbols - Attention autism

Graduated approach

- At Worstead Preschool we follow the graduated approach, which is an assess, plan, do, review cycle. The graduated approach is used for all areas of SEND and allows us to closely monitor progress keeping support plans up to date. Children's needs may change regularly during their time at preschool which makes the graduated approach great for monitoring and supporting.
- Parents/Carers will be included during each step of the graduated approach and will be encouraged to share information with the settings SENCo or Key Person to support this process.
- At Worstead preschool the child's key person will complete a graduated approach form to document and track the support put in place, and the impact it has had on the child.



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Collaborative Working

- At Worstead Preschool we think it is crucial to work collaboratively when supporting children. This includes children with SEND. We pride ourselves on working together with the child's family, early years practitioners in other settings and relevant professionals for example an early year's educational psychologist.
- Worstead Preschool has access to some support lines including Schools and Communities and the SEND inclusion line. These offer us advice and support on how to support your child. Worstead Preschool will seek parent/carer consent before contacting advice lines about individual children.
- It is crucial that we keep this communication consistent, and we ask that any updates on the child's progress and development is shared with us.
- Worstead Preschool will NOT share information about your child with a professional WITHOUT consent. A parent/carer must consent before any information will be shared.

Support Plans

- When a child needs further support beyond universal provision the key person and SENCo will write a support plan. This will contain 1-3 achievable targets and the support we will put in place to help the child to achieve said targets.
- The child's parents/carers will be involved in this process and asked for their input on the support plan.
- The support plans methods must be carried out consistently with the child in setting and where possible in the home as well.
- The support plans will be monitored on a 2 monthly basis unless we feel a shorter/longer time period is necessary.

Education Health Care Plans

- In the event of a child needing further support despite the use of a support plan and the graduated approach, it may be time to consider an EHCP (education, health care plan).
- After a conversation with the SENCo and/or Key Person a request can be made to the Local Authority to consider an EHCP assessment. This is a detailed evidence-based process which uses advice and assessments from multiple professionals. The EHCP will move with the child throughout their schooling and will be monitored regularly. The plan sets out support methods for all areas, education, health and social.

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- In order for a child to be awarded an EHCP, parents/carers may also be requested to fill out a “request for support” form. Worstead preschool will provide this form to be sent alongside the “professional request for support form”
- An EHCP may qualify your child for additional funding.

Provision Map

- At Worstead preschool we will use a provision map to track overall progression and development for SEND needs, this will allow us to see the most common area of SEND within our setting and allowing to make reasonable adjustments and provide further support.
- The provision map will show;

Childs initials	Area of need	Intervention / support	Frequency and duration	Delivered by	Expected outcomes	Review date	Red-amber-green

Reasonable adjustments

- Worstead preschool is committed to providing an enabling environment for all children, we are able to do this by providing reasonable adjustments for children and families.
- Reasonable adjustments can come in many forms including providing quiet time for a child or some adaptations to the physical environment.
- Reasonable adjustments may be recommendations from the SENCo another professional or the child’s parents / carers we will make any reasonable adjustments necessary within our capability.

Funding

- All children with SEND may be allocated funding through the Local Authority. This includes SENIF (special educational needs inclusion fund). If your child is receiving additional support at preschool, you may be asked to consent to a SENIF funding application. This application is taken seriously and may offer some funding for your child. This funding can be used for staff training, resources and for 1-1 time with an adult for your child to complete activities and tasks that will aid their development.
- Children with an EHCP may be eligible for EHCP funding once the first draft EHCP has been written. This may provide funding for higher staff ratios and possibly a 1-1 to ensure your child is receiving continuous support.

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- Children who receive disability living allowance are eligible for DAF (disability access fund) which provides the setting with funding to purchase supportive resources for your child and relevant staff training.
- All funding will be applied for by Worstead Preschool with parent / carer consent.

Sensory Room

- Worstead Preschool is equipped with a small sensory room. This provides us with an area to take a small number of children to complete supportive activities. During time in the sensory room the top barn door will remain open to ensure safeguarding.

Discussing concerns

- On the occasional a parent/ carer has a concern regarding their child and possible SEND they are invited to bring this to the attention of the key person and SENCo, we will organise a meeting to discuss the concerns and create a plan moving forward following the graduated approach.
- On the occasion a staff member has a concern regarding SEND, the key person and SENCo will have a discussion before inviting parents / carers in for a meeting to discuss next steps
- The SENCo and key persons at Worstead Preschool do NOT have the authority to diagnose children, our role is to support and advise.

Safeguarding

- This organisation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- This policy works alongside our safeguarding policy

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Signed	
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Date:	1 st September 2026
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