

Special Educational Needs and Disability (SEND) Policy

The Children and Families Act 2014 requires local authorities to publish, in a single place, information on services and provision across education, transport, health and social care for children and young people aged 0-25 with special educational needs and disabilities (SEND).

The purpose of this 'Local Offer' is to enable parents, carers and young people to see more clearly what services are available for children with SEND in their area and how to access them. The process extends to early years settings and all the information below forms our setting's offer and shows how we have, for many years, provided for children with special educational needs and disabilities.

Our policy

We support children with special educational needs and disabilities by providing an environment in which all children are supported to reach their full potential.

- We comply with the Statutory Framework for the Early Years Foundation Stage and the Equality Act 2010.
- We have regard to the Special Educational Needs and Disability Code of Practice (2014).
- We use Identifying and supporting children in the early years with SEND; A guide for providers.
- We ensure our provision is inclusive to all children with special educational needs and disabilities.
- We support parents of children with special educational needs and disabilities. We do this in a number of ways - signposting, counselling, a cuppa and a chat, form filling, extra sessions and we have been successful accessing Short Break Funding for the holidays to give parents time to themselves.
- We identify the specific needs of children with special educational needs and disabilities and meet those needs through a range of SEND strategies.

- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.
- We have a designated Special Educational Needs Coordinator (SENCO) who is our Playgroup Manager, Samantha Dexter.

Identifying children with Special Educational Needs and Disabilities

- On induction to our pre-school the SENCO and parents share information about the strengths and needs of the child to create a positive partnership.
- Families will be supported for as long as it takes for their child to settle. We want all children to feel happy and safe with us.
- Each child has a Keyperson who works closely with each child and the family and may identify a possible individual need.
- On-going observational assessments are made of all children (as outlined in the Statutory Framework for the Early Years Foundation Stage).
- Children with identified SEND will be assessed using **LCC Small Steps document**.
- We undertake a 'progress check at age 2' which supplies parents/carers with a short, written summary of their child's development. We ask that this is shared with the Health Visitor.
- Reports from health care professionals may identify a child's individual needs and we will include these in the child's learning and development.

Supporting children with SEND

- Our SENCO will work with all our staff to ensure our SEND provision is relevant and appropriate.
- We use the 'graduated approach system' for identifying, assessing, and responding to children with special educational needs. This means using a step-by-step response through the various levels of intervention which are discussion of a concern, targeted support, specialist support and Education, Health and Care Plan (EHCP).

- Our SENCO will explain how children's individual needs can be met by planning support using a written Targeted Plan, SEND Support Plan, or Education and Health Care Plan.
- The Keyperson will oversee the targets.
- Targets will be reviewed and new ones planned by the child's Keyperson, SENCO and parents.
- We access additional support from other professionals where necessary.
- Our SENCO will work with all other staff to ensure implementation of the individual plan and subsequent continuity of care and education by everyone.
- We ensure that parents are informed at all stages of assessment, planning, provision, monitoring and review of your child's progress.
- Learning Journeys are available to view at any time and may be borrowed to take home.
- All documentation is kept in the child's file in a locked filing cabinet to ensure confidentiality.
- Digital personal data is kept in an encrypted folder on the Playgroup laptop.
- A delegated inclusion budget for SEND provided by Leicestershire Education Authority allows us to provide certain resources when needed
- For children in receipt of Disability Living Allowance we can claim Disability Access Fund to help with their support and resources.
- Further funding can be applied for to support your child.
- Our SENCO has completed specific SENCO training and also attends Network Meetings to keep up to date.

Accessibility of the environment

- Disabled access via main door.
- Disabled toilet and child sized commode available.
- Resources are easily accessible by the children who have free choice.
- We will explain the limitations of the building and would make changes or adapt our facilities if possible.

Working with other professionals

We have regular contact with the following professionals:

- EYSEND team
- **Healthy Practice Nurses**
- Speech and Language Therapist

Advice from professionals in other areas may be sought as a need arises, such as:

- Physiotherapist
- Occupational Therapist
- Continence Team

There are many other professionals who we can contact regarding a child's specific individual needs.

Further information

- The Keyperson is always available for advice and support in the first instance.
- Our Playgroup Manager and SENCO are also available to offer advice.
- We can signpost parents to other professionals that may be able to help such as health visitor, speech and language therapist, children's centre and others.
- If a child's needs have been referred to a specific team, we will be able to support parents in accessing these services.
- Leicestershire's local offer - www.leics.gov.uk/local_offer

Moving on to school/or another setting

- We hold transition review meetings to plan transition for a child into school/setting. As well as parents and pre-school staff, these could include foundation stage schoolteachers, school SENCO, receiving setting staff and relevant professionals.
- We share all documentation such as Targeted Plans, SEND Support Plans, Progress Summaries and Transition Summary and ECHP.

Belton Playgroup

- We invite receiving school/setting to visit our pre-school to familiarise themselves with, and observe, the child and to share information in partnership with parents.

We operate an open-door policy and our staff welcome families to visit our pre-school. We will aim to work together to include any child with special educational needs and disabilities.

This policy was adopted at a meeting of Belton Playgroup Association:

Held on: 2nd June 2026

Signed on behalf of committee:

A handwritten signature in black ink, appearing to read 'A. Spencer', is enclosed in a light grey rectangular box.

Name and role of signatory: Anna Spencer, Chair of Committee

Review date: April 2027