



Special Educational Needs and Disabilities (SEND) Policy

September 2025

1. Introduction

This policy is guided by the following statutory documents:

- *SEND Code of Practice (2015)*
- *Children and Families Act 2014 (Part 3)*
- *Equality Act 2010 Special*
- *Working Together to Safeguard Children (2018)*
- *Statutory Framework for the Early Years Foundation Stage (EYFS) (2021)*

Penguin Preschool is committed to identifying, assessing, and supporting children with Special Educational Needs and Disabilities (SEND) in accordance with the SEND Code of Practice.

2. Definition of SEND

In line with the SEND Code of Practice (2015):

A child has SEND if they have a learning difficulty or disability which requires special educational provision. This includes children who:

- Have a significantly greater difficulty in learning than the majority of others of the same age.
 - Have a disability which prevents or hinders them from using facilities provided for others of the same age.
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3. Statement of Intent

At Penguin Preschool, we are committed to the inclusion of all children. We:

- Provide an inclusive, positive environment that supports individual SEND needs.
 - Ensure every child is treated with dignity and respect, regardless of their abilities or challenges.
 - Promote equal access to opportunities and a curriculum that fosters growth for all.
 - Avoid categorising children and instead address their unique needs with tailored support.
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4. Early Identification and Parental Partnership

We:

- Undertake the *Progress Check at age two* to support early identification.
- Carry out EYFS Profile assessments where applicable.

- Work closely with parents and professionals when a child's progress is less than expected.
 - Observe and assess children regularly to monitor development and inform next steps.
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5. Inclusive Practice and Aims

Penguin Preschool aims to:

- Ensure each child's needs are identified and supported.
 - Treat all children as individuals, supporting full participation in daily routines and activities.
 - Identify and implement a range of strategies to meet each child's needs.
 - Support children who are more able or learn at an accelerated pace.
 - Challenge negative attitudes and promote respect and understanding.
 - Celebrate diversity across all learning experiences.
 - Collaborate with families and external agencies for holistic support.
 - Share statutory assessments and support families in accessing additional help.
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6. SENDCo and Staff Training

We maintain a core team of trained practitioners and designate a Special Educational Needs and Disabilities Coordinator (SENDCo).

Our current Preschool SENDCo is Sarah Fielding.

The Preschool SENDCo's responsibilities include:

- Ensuring all practitioners understand their responsibilities to children with SEND.
- Advising and supporting staff.
- Maintaining close communication with parents and involving them in all stages.
- Liaising with external agencies and professionals.
- Leading the graduated response cycle (Assess, Plan, Do, Review).

We will also:

- Provide ongoing training for staff on SEND-related topics and practices.
- Regularly review our provision and make reasonable adjustments where necessary.
- Seek specialist services and equipment when required.
- Work collaboratively with the whole school SENDCo, Sam Fuller, to review and align our procedures and practices.

- Ensuring that our SEND procedures meet the needs of the children and the families we support.
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7. Working in Partnership

We are committed to:

- Developing respectful, trusting relationships with parents.
 - Ensuring families are fully involved in assessment, planning, provision, and review.
 - Valuing the voice of the child, wherever possible.
 - Referring families to our Local Offer for additional resources and services.
 - Ensuring inclusive admissions and equal opportunities.
 - Making reasonable adjustments to our environment where needed.
 - Supporting transitions to new settings or schools through planned handovers and liaison.
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8. Early Help and Safeguarding

Where a child or family may benefit from coordinated multi-agency support, we will initiate an Family Help Assessment in partnership with the local authority and relevant professionals.

We follow these principles:

- Assessments are conducted with consent and involve the family and child.
 - A lead professional is assigned to coordinate support (e.g., SENDCo, teacher, health visitor).
 - If a child is at risk of significant harm, a safeguarding referral will be made immediately.
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9. The Graduated Response

We follow the four-stage process recommended by the SEND Code of Practice:

Assess

The key person, SENDCo, and parents work together to identify the child's specific needs. Regular reviews ensure that support remains appropriate.

Plan

Outcomes, interventions, and review dates are agreed upon with families. Plans consider the child's voice and are tailored using evidence-based support strategies.

Do

The key person implements daily support. The SENDCo provides oversight, guidance, and helps evaluate effectiveness.

Review

Progress and impact are reviewed with the child's parents, and the plan is adjusted as needed.

10. Education, Health and Care Plans (EHCP)

If further support is required beyond what the preschool can provide through SEN Support, we will collaborate with families and professionals to initiate an EHC needs assessment.

The local authority will consider:

- Evidence of developmental progress and needs.
- Reports and documentation from our setting and other professionals.
- Impact of current interventions and their intensity.

If an EHCP is granted, Penguin Preschool will implement the plan and contribute to review meetings.

11. Monitoring and Evaluation

We ensure the effectiveness of our SEND provision by:

- Reviewing support plans every 6 weeks.
 - Gathering input from parents, staff, and external professionals.
 - Conducting annual reviews of our SEND policy and procedures.
 - Adjusting practice based on current needs, feedback, and statutory changes.
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12. Complaints Procedure

Penguin Preschool has a clear complaints procedure. This is available to all parents in accessible formats (e.g., large print, translated documents). Any concerns regarding SEND provision will be taken seriously and addressed promptly.

Policy Review

Policy adopted on: 01 July 2025

Written by: Sarah Fielding

Next review due: July 2026

Reviewed 17/8/2026 Sarah Fielding