

29- SEND policy

We are committed to providing an environment that is inclusive, safe and nurturing where all children regardless of their ability are welcomed and supported to grow and develop at their own pace meeting their full potential.

Aim:

- To identify any child that may have learning difficulties
- To ensure each child reaches their full potential by providing the necessary individual support required.
- To work with parents, carers, the Early Years Send team (EYST) and any outside agencies to support each child.
- To comply with the Send Code of Practice 2014 (Updated Sept 24)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Legal Frameworks we must follow

- UN Convention of Rights of a Child July 2022 - <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>
- The Equality Act 2010 (Updated June 2025) - <https://www.gov.uk/guidance/equality-act-2010-guidance>
- The Prevent Duty (2015 updated 2024) - <https://www.gov.uk/government/publications/prevent-duty-guidance>
- Fundamental British Values- <https://www.famly.co/blog/british-values-in-the-early-years-what-you-need-to-know>
- Special Education Needs Guidance 2014 (Updated sept 24) - <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Children's and Families act 2014- https://assets.publishing.service.gov.uk/media/5a7dc4b0e5274a5eb14e7114/Young_Person_s_Guide_to_the_Children_and_Families_Act.pdf
- EYFS – (updated 2024) <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Definition of SEND Support

Send Support is where a child has needs that require additional support specifically for them. These needs may involve

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and /or physical needs

How do we identify a child needs more support?

- A parent/carer/key person may raise concerns regarding their child.
- Children are assessed using Woodentops curriculum which is age related.
- Practitioner observations and their knowledge of child development gives us a holistic picture of the child's development so far.
- We use our Provision Map to work out what the child's needs are and how we intend to support them on their learning journey.

Involving the child

- The SEND Code of Practice supports the rights of children to be involved in decisions about their

education.

- Inclusion of children with SEND helps builds their self-confidence and trust in others.
- A range of strategies will be used to work out the child's views.
- Accurate assessment helps identify children's strengths and possible barriers to learning.
- The key person and setting manager/SENCo work in partnership with parents/carers and other agencies to involve the child wherever appropriate.
- Children are involved at appropriate stages of the assessment and to their level of ability.
- Establishing effective communication is essential for the child's involvement.

How do we keep the parents informed when on a Support Plan?

- Together with the parents, the key person and SENDCO, the child's needs and progress is reviewed and updated every half term.
- Parents are given copies of all paperwork and copies emailed over or added to the Family App.
- Other outside agencies or staff supporting the child may also be involved.
- If extra support is needed a referral may be made to the Early Years Support team at Central Beds.
- An Education Health and Care Plan (EHCP) will be prepared for transition to school if required.
- We share information of where to get additional support.

What other types of support do we offer?

- We have 'Lift off to Language' groups for all 2 and 3/4-year-olds
- 'Sail into sounds' sessions
- Tap Tap box
- Sunshine circle
- Bucket time
- We have 1:1 or small groups to work on the proposed outcomes in each individual child's Support Plan
- We adapt our settings routines and activities to ensure all children can access the activities and resources we have.
- We are aware of methods such as BSL or the Picture communication system object reference and incorporate them into the setting.
- We use visual boards, both a daily one and an individual one where needed.
- The Early Years Support team may visit offering advice, support and staff training if required.

Meeting children's physical needs

- Woodentops is based in a building on one level with ramps at entrance/exit points that children access.
- All members of staff are qualified Paediatric First Aiders.
- We use the expertise of Occupational therapists and physiotherapists to support staff with the children when needed.
- Risks assessments may be necessary dependant on the child's individual needs.
- We make sure we comply with the Equality Act 2010 ensuring we can care for individual children to the best of our abilities.

Transition support

- Transitions during the day are made as smooth as possible to enable the children to flourish
- Transitions to other settings including school is carefully planned with the receiving setting. We share all the information we can including the Support plans to enable the child to transfer with less stress. Meetings are arranged by the SENDCo and parents and the child's keyworker are all involved. These meetings may also involve the Early Years Send Team.

Outside agencies who can help us

- Health Visitors

- 0-19 Team
- Central Beds Early Years Advisory Teachers
- Child Development Centre- Kempston
- CHUMS
- Speech & Language Therapist drop in centres
- Occupational therapy/ Physiotherapists
- Hearing impaired team
- Visually impaired team
- Ivel Valley School Nurse team – Physio/Speech Therapist
- Sandy Children's Centre
- Steph and Bootcamp

Our Communication Co-ordinator is Karen Armstrong

Our SENDCo Sue Heald has attended SENCo days 1-3, Autism Awareness course, SEND co-ordinator professional study day and continues to update her SEND knowledge.

This policy was adopted on	25 th March 2019
Policy reviewed	10 th January 2025
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