



Special Educational Needs and Disabilities (SEND) Policy

Policy Statement

Our setting is committed to providing an inclusive environment where all children are valued and supported to reach their full potential. We aim to ensure that every child has equal access to learning opportunities and experiences.

This policy follows guidance set out in the **Special Educational Needs and Disability Code of Practice 2015**, the **Statutory Framework for the Early Years Foundation Stage**, and the **Equality Act 2010**.

The Role of the SENCo

The setting has a **Special Educational Needs Coordinator (SENCo)** who is responsible for supporting children with additional needs.

The SENCo will:

- work with staff to identify children who may need additional support
- liaise with parents and carers
- coordinate support strategies for children with SEND
- work with outside professionals where required
- monitor children's progress and review support plans

The SENCo will ensure that children with SEND are fully included in the life of the setting.

Building Accessibility

Our setting operates from a **Scout Hut building**, and while we aim to support all children, the physical nature of the premises may not be suitable for every type of additional need or disability.

We will always try to make **reasonable adjustments** where possible. The building does include:

- a ramp for accessibility
- a disabled toilet facility

However, there may be circumstances where the building limits the level of support we can safely provide. If another setting may better meet a child's needs, we will work with parents to help identify suitable alternative provision in the child's best interests.

Identifying Additional Needs

Children's development will be monitored through:

- regular observations
- assessments
- discussions with parents

If concerns arise about a child's development, these will be discussed with parents at an early stage.

The Graduated Approach (Assess – Plan – Do – Review)

Where a child requires additional support, the setting will follow the **graduated approach** recommended in the SEND Code of Practice.

Assess

Staff and parents will work together to assess the child's needs through observations, discussions and development records.

Plan

Strategies and support will be agreed with parents. This may include adapting activities, providing additional support or seeking advice from professionals.

Do

Staff will implement the agreed strategies and provide targeted support within the setting.

Review

The effectiveness of the support will be reviewed regularly with parents and adjustments will be made where necessary.

Working with Other Professionals

With parental permission, we may seek advice or support from other professionals involved in the child's care, such as:

- health visitors
- speech and language therapists
- early years inclusion teams
- other relevant professionals

Working together ensures that children receive the best possible support.

Inclusive Practice

All children will be treated with respect and their individual needs will be recognised at all times. Staff will promote positive attitudes towards diversity and inclusion.

Children will be encouraged to develop understanding, empathy and respect for others.

Monitoring and Review

Children's progress will be monitored regularly and discussed with parents. Strategies will be adapted where necessary to support the child's development and wellbeing.

This policy will be reviewed annually or when legislation or guidance changes.