

This policy will be reviewed in full by the Senior Leadership Team on an annual basis.

Date the policy was last reviewed and agreed	SLT		SLT	
	Name	Signature	Name	Signature
January 2026	Natasha Smyth			

This policy is due for review up to 12 months from the above date

Special Educational Needs & Disabilities Policy

Legal Basis: Related Sub Section in The Statutory Framework for The Early Years Foundation Stage (March 2021)

Premises

*3.59. Providers must provide access to an outdoor play area or, if that is not possible, ensure that outdoor activities are planned and taken on a daily basis (unless circumstances make this inappropriate, for example unsafe weather conditions). **Providers must follow their legal responsibilities under the Equality Act 2010 (for example, the provisions on reasonable adjustments).***

Special educational needs

3.68. Providers must have arrangements in place to support children with SEN or disabilities. Maintained schools, maintained nursery schools and all providers who are funded by the local authority to deliver early education places must have regard to the Special Educational Needs Code of Practice. Maintained schools and maintained nursery schools must identify a member of staff to act as Special Educational Needs Co-ordinator (SENCO) and other providers (in group provision) are expected to identify a SENCO. Childminders are encouraged to identify a person to act as a SENCO and childminders who are registered with a childminder agency or who are part of a network may wish to share the role between them.

1 INFORMATION ABOUT OUR SEND PROVISION

The objective of this policy is to set out how we manage access to Special Educational Needs and Disabilities (SEND) in our setting. Responsibility and arrangements for the co-ordination of the SEND provision are managed by our SENCO. Admission arrangements are managed by our Senior Management in collaboration with the Manager and SENCO. See the 'Admissions Policy' for specific details of admissions rules.

2 IDENTIFICATION AND ASSESSMENT PROCEDURES

Identification, assessment, monitoring and review of pupil needs and progress is done in collaboration with all staff and overseen by the SENCO. We ensure our SEND Children have access to a broad and balanced curriculum, and information about associated services. Children with SEND are included in all areas of the setting, with reasonable adjustments made as necessary to ensure this. We regularly audit our SEND provision both internally and in conjunction with advisors from Herts County Council.

3 STAFFING POLICIES AND SCHOOL PARTNERSHIPS

Our staff attend regular training and updates to continue professional development in SEND. We work in partnership with parents, schools, and support services to ensure we are meeting the needs of our children with SEND.

All staff work with all children with SEND, and are expected to;

- Work on the child's IEP targets with the child (their own and others Key Children as required)
- Implement schemes or programmes that have been recommended for the child, e.g. PECS, visual timetables, Makaton, or Attention Autism
- Complete reports about the child's progress as requested by the SENCO or other senior staff member
- To make reasonable adjustments, so that all children can access all activities and areas of the preschool

STAFF DECLARATION

I agree that I have read and understood the information set out in this policy, and will abide by it.
I understand that if I have any questions about this policy, I will raise them with my manager prior to signing my agreement below.

Staff Name	Staff Signature	Date