

SPECIAL EDUCATIONAL NEEDS/DISABILITY POLICY

Early Years Foundation Stage links:

Statutory framework: Special Education Needs (3.67)

Development matters: N/A

This is a statutory policy

Legislation links: SEND Code of Practice (2014), Equalities Act 2010, United Nations Convention on the Rights of the Child (UNCRC) (1989), Childcare Act 2006

Statement of intent

We provide an environment in which all children are supported to reach their full potential.

Aims

- We have regard for the DfES Special Educational Needs and Disability Code of Practice.
- We have regard of the Best Practice Guidance for Early Years 2015.
- We have regard for the Equality Act 2010.
- We include all children in our provision.
- We provide practitioners to help support parents and children with special educational needs (SEN)/disabilities.
- We identify the specific needs of children with SEN/disabilities and meet those needs through a range of strategies/interventions.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our practice and provision and, if necessary, make adjustments.

Methods

- The designated special educational needs co-ordinator is Claire Corpe (SENCO).
- We identify children with possible SEND through conversations with parents/carers, 2 year checks, developmental grids, progress trackers, observations, wellbeing and involvement monitoring.
- We work closely with parents and staff of receiving settings to provide a smooth transition by attending transition meetings, inviting staff to the setting and passing on relevant information and documents (with parental permission).
- We ensure that the provision for children with SEN/disabilities is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We ensure that our physical environment is as far as possible suitable for children with disabilities.

- We work closely with parents of children with SEN/disabilities to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with SEN/disabilities and their families, including transfer arrangements to other settings and schools.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.
- We provide broad and balanced activities for all children with SEN/disabilities.
- We provide differentiated activities to meet individual needs and abilities.
- We use a system of planning, implementing, monitoring, evaluating and reviewing targeted plans/ personalised plans for children with SEN/disabilities.
- We ensure that children with SEN/disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEN/disabilities.
- We provide resources (human and financial) to implement our SEN/disability policy.
- We ensure the privacy of children with SEN/disabilities when intimate care is being provided.
- We provide appropriate training for practitioners and volunteers relevant to the cohort of children in the setting.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

This Policy was readopted at the Annual General Meeting of Boughton Monchelsea Playgroup Association held on 10th February 2026

Signed on behalf of the Playgroup _____
Chairman

To be reviewed and re-adopted by March 2027

This Policy was readopted at the Annual General Meeting of Boughton Monchelsea Playgroup Association held on

Signed on behalf of the Playgroup _____
Chairman

To be reviewed and re-adopted by March 2028

This Policy was readopted at the Annual General Meeting of Boughton Monchelsea Playgroup Association held on

Signed on behalf of the Playgroup _____
Chairman

To be reviewed and re-adopted by March 2029