



# SEND Policy

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All children have the right to high quality Early Years education that enables them to achieve the best possible outcomes. At Lymestone Preschool we are firmly committed to:

- Offering an inclusive curriculum through the Early Years Foundation Stage and are dedicated to enabling all children to fully participate in their play and learning.
- Taking all the reasonable steps to ensure children with SEND receive the care and support required to promote their welfare and development.
- Early identification of children with special educational needs in line with the SEND Code of Practice and providing support at the right time using a graduated response. Promoting equality of opportunity for all children that we care for.
- Ensuring children express their views, where possible, and be involved in decisions about their education.
- Working in close partnership with parents/carers and ensuring that they are actively involved in decision making.
- Working with relevant external agencies when appropriate to provide effective, targeted support.

At Lymestone Preschool, we have regard for the Special Educational Needs and Disability (SEND) Code of Practice, and children's SEND generally falls within the following four broad areas of need and support:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

## **Identification, observation and assessment**

We are committed to identifying any possible special educational needs early and we collect a wide range of evidence through our normal observation, assessment and monitoring tools. We consider all the information about the child's learning and development from within and beyond the setting. Everyone working with the child should be given an opportunity to share their views. Parents are encouraged to share their thoughts on their child's strengths and potential barriers to learning and be involved in the decision as to what will happen next. If this information suggests that a child is behind expected levels of development, or their progress gives cause for concern, the key person should consult with the setting's SENDCo/Manager and the child's parent/carer.

## **Planning support for children with SEND**

In the first instance support will be put in place for the child by applying simple strategies and resources. For most children forming secure attachments and providing differentiated approaches will be enough to build confidence and help the child to progress. If despite applying differentiated strategies the child does not make expected progress an Individual Education Plan (IEP) could be adopted to help and support. We may also seek further advice and support from outside professionals and ensure children have access to specialist resources when needed. Parents/carers will be fully involved and informed about the involvement of external agencies. We will also hold and attend 'Team around the Family'

meetings (multi agency meetings) when required. At Lypstone Preschool we follow the graduated approach and use the Devon Assess, Plan, Do, Review response. This will be recorded on the IEP. IEP's will be written by the SENDCo in discussion and partnership with parents/carers. The IEP sets SMART, small step targets for the child and are based on the child's strengths and interests. They will detail what the next steps and targets are, the provision to be put in place, the teaching strategies/resources/activities that will be used and when the plan is to be reviewed. The IEP will be reviewed at least termly. The SENDCo will maintain accurate and up to date records.

When a child comes to preschool with existing needs, we will gather all relevant information to ensure that the child receives the correct support – universal, targeted, specialist. Advice and recommendations from outside professionals already working with a family will be used to inform our planning and support provided. We will also apply for additional funding if required. When a child already has an EHCP in place the SENDCo/Manager will have hold a meeting with the family ensure the child's needs can be met.

### **Equality of opportunity**

We believe every child has the right to play, learn and grow alongside their peers. If your child has additional needs, we will work with you to:

- Support both the child and family
- Access advice and support from relevant outside agencies

### **Special Educational Needs and Disabilities Coordinator (SENDCo)**

The setting SENDCo is Terri Webber. The SENDCo/Manager is responsible for overseeing the inclusion and support of children with SEND and ensuring that individual needs are being met. This includes applying for additional funding to enhance support for children, where possible. All staff have a responsibility to support children with SEND and we equip our staff with the necessary tools and training.

### **Education Health and Care Plans**

Education, Health and Care Plans or EHCPs are available to children who require more support to meet their needs. An EHCP sets out the additional support a child requires across education, health and social care to help them achieve the best possible outcomes.

If a child has not made progress, then the next steps may be an Education, Health and Care Assessment conducted by the local authority to determine whether an EHCP is necessary. The local authority will consider a broad range of evidence.

The local authority should fully involve the parents/carers and will seek evidence from the setting.

Settings should prepare by collating information about the child's SEND including:

- Documentation on the child's progress within the setting
- Interventions and support provided to date (Individual Education Plans)
- Evidence of external agency assessment, support and recommendations
- Parental views and wishes and where appropriate those of the child

The information will then be submitted to the local authority to allow them to accurately assess the child in the context of the support already given.

## **External support**

Outside agencies have an important role in helping us identify, assess, plan and support children with SEND. In discussion and collaboration with parents/carers Lympstone Preschool will:

- Make referrals to outside support services such as Speech and Language, Early Years Consultant, Nursery Plus, Educational Psychologist, Early Years Complex Needs, Communication and Interaction Team, Early Help.
- Seek and follow advice from Specialist Advisory Teachers for children with sensory impairments or physical difficulties.
- 'Team Around the Family' meetings will be held when necessary, inviting all relevant professionals. Plan with schools and other settings to provide enhanced transitions.

## **Further guidance**

[SEND Code of Practice: 0 to 25 years](#)

[Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#)

[Ready, Steady, SENCO \(Preschool Learning Alliance 2018\)](#)

*This policy was agreed by Lympstone Preschool Committee, and will be reviewed annually, or sooner if legislation, guidance or operational requirements change.*

Reviewed: 04/09/2025