Special Educational Needs And Disability Policy (SEND)

Academic year 2026/27 | Reviewed at least annually

Statement of Intent

At The Wendy House, we are committed to providing an inclusive environment in which every child is valued, supported and encouraged to reach their full potential.

We welcome children with special educational needs and/or disabilities (SEND) and recognise that children develop at different rates and may require different types or levels of support.

We aim to identify additional needs at the earliest appropriate opportunity and work in partnership with parents/carers and relevant professionals to ensure children receive appropriate support.

This policy forms part of our **Local Offer**.

Our Aims

We aim to:

- provide an inclusive environment for all children;
- identify children's individual strengths and needs;
- identify emerging or additional needs as early as possible;
- remove or reduce barriers to children's participation and learning;
- make reasonable adjustments for disabled children;
- provide appropriate support and intervention;
- work closely with parents/carers;
- work collaboratively with relevant professionals and agencies;
- support positive transitions between settings and into school; and
- regularly review the effectiveness of our SEND provision.

Special Educational Needs Coordinator (SENCO)

The Wendy House has a designated **Special Educational Needs Coordinator (SENCO)**.

The SENCO will:

- support staff in identifying and responding to children's additional needs;
- coordinate SEND provision within the setting;
- work closely with parents/carers;
- support the development and review of individual plans where required;
- liaise with relevant professionals and agencies;

- support staff with appropriate strategies and adaptations;
- maintain appropriate SEND records; and
- support transitions to other settings and schools.

The identity of our SENCO will be made available to parents/carers.

SEND is not solely the responsibility of the SENCO. **All staff share responsibility for supporting children with SEND.**

Identifying Additional Needs

Staff observe children's learning, development, communication, behaviour and wellbeing as part of everyday practice.

Where concerns arise about a child's progress or development, these will be considered carefully and discussed with parents/carers.

We recognise that there are many reasons why a child's development or progress may differ from that of other children and will not automatically assume that this means the child has SEND.

We will consider the whole child and their individual circumstances.

Working With Parents and Carers

Parents/carers know their children best and are essential partners in supporting children's development.

We will:

- listen to parents' observations and concerns;
- share relevant observations from the setting;
- involve parents/carers in decisions about support;
- agree strategies together wherever possible;
- keep families informed about their child's progress; and
- involve parents/carers in reviewing support.

We want families to feel comfortable asking for help or discussing concerns.

Raising a concern about a child's development will be treated sensitively and respectfully.

Graduated Approach

Where a child requires additional support, we will use a graduated approach based on:

Assess – Plan – Do – Review.

Assess

We will gather information about the child's strengths, interests, development and areas where additional support may be required.

This will include the views and knowledge of parents/carers and, where appropriate, information from other professionals.

Plan

We will agree what support, strategies, adaptations or outcomes are appropriate for the child.

Parents/carers will be involved in this process.

Do

The child's key person and other relevant staff will implement the agreed support as part of the child's everyday experiences.

The SENCO will support staff where required.

Review

We will regularly consider the child's progress and whether the support is effective.

Support may then be continued, adapted, increased or reduced according to the child's needs.

Individual Support

Where appropriate, individual support may be recorded through documents or systems used by The Wendy House and/or our local authority.

Support will be proportionate to the child's needs and will focus on meaningful outcomes for the child.

We will avoid unnecessary paperwork and ensure that plans are useful in supporting children's everyday experiences and development.

Reasonable Adjustments and Accessibility

We will make reasonable adjustments to ensure disabled children are not placed at a substantial disadvantage.

This may include adapting:

- activities;
- resources;
- routines;
- communication methods;
- the physical environment;
- staff deployment; or
- the way in which an activity is presented.

We will consider each child's individual circumstances and needs.

Additional Funding and Support

Where a child requires support beyond what can reasonably be provided through our ordinarily available provision, we may work with parents/carers and relevant professionals to explore additional resources, advice or funding.

The availability or outcome of an application for additional funding will not determine whether we continue to make reasonable efforts to meet a child's needs within our provision.

Education, Health and Care Plans

Some children with more complex or significant needs may have, or may require consideration for, an **Education, Health and Care (EHC) plan**.

Where appropriate, The Wendy House will contribute relevant information to assessment and review processes and work with parents/carers, the local authority and other professionals.

Where a child has an EHC plan, we will have regard to the provision and outcomes identified within it that relate to our setting.

Medical Needs

We recognise that having a medical condition does not automatically mean that a child has SEND.

Where a child has medical needs, we will work with parents/carers and relevant healthcare professionals to ensure appropriate arrangements are in place.

Where necessary, an individual healthcare plan may be used.

A child may have both medical needs and SEND, in which case the appropriate arrangements will work together.

Working With Other Professionals

With appropriate regard to consent and safeguarding responsibilities, we may work with professionals including:

- health visitors;
- speech and language therapists;
- educational psychologists;
- paediatricians;
- occupational or physiotherapists;
- early years SEND professionals;
- social care professionals;
- schools and other early years settings; and
- other relevant services.

We will share information appropriately to support continuity of care, learning and development.

Children's Views

Children's views, preferences and interests will be taken into account in ways appropriate to their age, development and communication.

Staff will observe how children respond to different experiences and support and will use this information when planning provision.

Children With Higher Levels of Attainment

We recognise that children may develop at different rates and some children may demonstrate particularly advanced knowledge, skills or interests.

Our curriculum and provision will provide appropriate challenge and opportunities for all children.

Having a higher level of attainment is not, by itself, a special educational need.

Transitions

We recognise that transitions can require additional planning for children with SEND.

With parents/carers, we will work with receiving schools or settings to share appropriate information and help ensure continuity of support.

Where appropriate, this may include:

- transition meetings;
- visits;
- sharing relevant plans and strategies;
- involvement of other professionals; and
- additional transition activities tailored to the child.

Staff Training

We support staff to develop appropriate knowledge and confidence in meeting children's individual needs.

Training needs may be identified through:

- supervision;
- staff meetings;
- individual children's needs;
- changes in guidance; and
- advice from the SENCO or other professionals.

Equality and Inclusion

Children will not be excluded from activities simply because they have SEND.

We will make reasonable efforts to enable all children to participate meaningfully in preschool life.

Any decision concerning whether we can safely and appropriately meet a child's needs will be made individually, carefully and in consultation with the family and relevant professionals where appropriate.

Confidentiality and Records

SEND information and records will be stored securely and handled in accordance with our confidentiality and data protection procedures.

Information will be shared with staff and professionals on an appropriate need-to-know basis, taking account of parental consent and safeguarding responsibilities.

Review

This policy will be reviewed at least annually and sooner where legislation, statutory guidance or the needs of the setting change.

Policy Approval & Review

Policy year	2026/2027
Approval status	Awaiting Management Committee approval
Next scheduled review	March 2027