

## **1<sup>st</sup> Step Pre-school Ltd: Special Educational Needs & Disabilities (SEND) Policy**

### **Policy Statement**

At 1st Step Pre-school we are committed to providing an inclusive, supportive, and welcoming environment where every child can thrive. We believe that all children are entitled to a broad and balanced Early Years curriculum and that individual needs should be identified and met as early as possible.

This policy is written in line with:

- EYFS Statutory Framework (Sept 2025), section 3.76
- SEND Code of Practice: 0–25 years (2015, updated 2021)
- The Equality Act (2010) and Children & Families Act (2014)

We welcome all children regardless of their needs and aim to adapt provision so that every child can participate fully.

### **Definition of SEND**

A child has SEND if they have a learning difficulty or disability which calls for special educational provision that is additional to, or different from, that made generally for others of the same age.

Children may need extra help due to:

- Communication and interaction difficulties
- Cognition and learning needs
- Social, emotional and mental health needs
- Sensory and/or physical needs

### **Early Identification & Assessment**

- Practitioners continually monitor children's development across all areas of learning.
- Where a child appears behind expected levels, or progress gives cause for concern, staff will gather information from:
  - Observations within the setting
  - Progress checks at age 2 and the EYFS Profile
  - Information from parents/carers and external professionals
- Difficult or withdrawn behaviour will not automatically be seen as SEND. An assessment will consider possible causal factors such as health, communication needs, or family circumstances.

### **Graduated Approach (Assess, Plan, Do, Review)**

We follow a graduated cycle of action to meet children's needs:

- Assess – Gather observations, assessments, and parental input.
- Plan – Agree outcomes and support strategies in consultation with parents and, where appropriate, professionals.
- Do – Implement targeted support, interventions, and adaptations within daily provision.
- Review – Monitor progress regularly and adjust plans as needed.

Support Plans will be co-produced with parents, shared with staff, and reviewed at least termly.

## **Role of the SENDCo**

Our named SENDCo is Emma Miller

The SENDCo will:

- Support staff in identifying and meeting individual needs.
- Prepare and monitor Individual Support Plans with targets and strategies.
- Liaise with parents/carers and ensure their views are central.
- Co-ordinate referrals to external agencies (e.g. speech & language therapy, portage, health visitors).
- Organise and chair review meetings and Team Around the Family (TAF) meetings if needed.
- Ensure appropriate resources and adaptations are available.
- Support smooth transitions by preparing records, sharing plans, and liaising with schools or other settings.

## **Partnership with Parents & Multi-Agency Working**

- Parents are recognised as children's first educators. We value their knowledge and work in partnership to plan next steps.
- Where appropriate, we will adopt a multi-agency approach, engaging Early Help, health, and social care professionals.
- Parents will be fully involved in decision-making and reviews.

## **Inclusive Practice & Adaptations**

- Activities and learning experiences are differentiated so all children can participate and achieve.
- Our environment is accessible, and we make reasonable adjustments to meet physical or sensory needs.
- Specialist equipment/resources are sought where necessary.
- We promote positive social interactions and emotional well-being for all children.

## **Training & Staff Development**

- All staff complete SEND awareness training.
- Ongoing CPD ensures practitioners are confident in supporting children with a range of needs.
- The SENDCo undertakes additional specialist training and updates.

## **Transition**

We support smooth transitions by:

- Preparing transition reports and sharing Support Plans with new settings or schools.
- Holding meetings with parents, professionals, and receiving teachers/SENDCos.
- Ensuring children are supported emotionally and practically through change.

## **Confidentiality**

Information about children with SEND is treated with confidentiality and shared only with parental consent or when legally required in the interests of the child's safety and welfare.

## **Local Offer**

Our provision contributes to the Local Authority's SEND Local Offer, which sets out services available to children and families. Details of the Local Offer can be accessed via the Local Authority website.