Special Educational Needs and Disability (SEND) Policy and Procedure

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Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of children of the same age;
- have a disability which prevents or hinders them from making use of the educational facilities generally provided for children of the same age in mainstream settings;
- are under compulsory school age and fall within the definition of either point above, or would do so if special educational provision was not made for them.

(Children and Families Act 2014)

Bradpole Preschool values, supports, and aims to meet the needs of all children in its care, including those with disabilities or special educational needs and disabilities (SEND).

A disability is defined in the Equality Act 2010 as a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

This definition includes sensory impairments and long-term health conditions, although children with these conditions may not necessarily have special educational needs (SEN).

If a child with a disability requires special educational provision, they will also be covered by the SEN definition.

The SEND Code of Practice identifies four broad areas of need which help practitioners identify children's individual needs and plan appropriate support:

Communication and Interaction

A child may have difficulty communicating with others because they may not be able to express what they need, understand what is being said to them, or understand and use the social rules of communication. A child may experience difficulties in one or more of these areas.

Cognition and Learning

A child may require support if they are progressing at a slower pace than their peers, even with appropriate differentiation. Cognition and learning difficulties cover a wide range of needs from moderate or severe learning difficulties through to profound and multiple learning difficulties.

Sensory and/or Physical Needs

A child may require special educational provision due to a disability which prevents or hinders them from making full use of the preschool's facilities. Bradpole Preschool will always aim to take all necessary steps to provide support and aids that help children with sensory or physical needs, and all reasonable adjustments will be made in accordance with the Equality Act 2010.

Social, Emotional and Mental Health Difficulties

A child in our care may experience a wide range of social and emotional difficulties which can occur at any time due to fluctuating family circumstances, trauma, attachment needs, or periods of transition. These may present in different ways, including challenging or disruptive behaviour, anxiety, withdrawal, or isolation. Such behaviours may also reflect underlying mental health difficulties.

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Partnership with Parents and Carers

Bradpole Preschool recognises that the people with the greatest knowledge of a child are the child themselves and their parents or carers. Their views, wishes, and feelings are always taken into account. The preschool believes it is important for parents and carers to participate as fully as possible in decisions concerning their child. We therefore provide the support, information, and encouragement necessary to enable them to support their child's learning and development and achieve the best possible outcomes. We also take into account each child's interests and characteristics of effective learning.

Every child attending the preschool is allocated a main key person, as well as being supported by a wider team of key persons (Red Team or Green Team). This ensures that, if their main key person is absent, there is always another familiar member of staff who knows the child well and can provide continuity of care and support. Key persons work closely with parents and carers, keeping them informed about their child's progress and development.

The key persons support parents of children with SEND by offering advice, information, reassurance, and opportunities for regular discussion. Privacy and confidentiality are always respected.
The preschool has published its SEND provision within the Dorset Local Offer, as required by the Local Authority Provider Agreement.

The Dorset SEND Local Offer is available online through Dorset Council SEND Local Offer
Bradpole Preschool's SEND Local Offer is available online through Bradpole Preschool SEND Local Offer
Bradpole Preschool's Special Educational Needs Co-ordinator (SENCO), Sally Parmiter, is trained to NVQ Level 4. The deputy SENCO is Nikki Moss. Both have undertaken SENDCO training and regularly update their professional development.
The SENCOs are responsible for:

- the day-to-day operation of the preschool's SEND policy;
- co-ordinating provision for children with SEND;
- supporting key persons;
- liaising with outside agencies and professionals;
- supporting and communicating with parents and carers.

Procedure

Children with SEND will be supported using a graduated approach following the four stages of: Assess, Plan, Do, Review. These will be recorded on the child's Individual Plan (IP).

Assess

The child's key persons, together with parents or carers and with support from the SENCO, will identify the child's individual needs.
Assessments will be reviewed informally every two to three weeks and more formally each half term to ensure the support provided continues to meet the child's needs effectively.

Plan

When it is decided that SEND support is required, the key persons, parents, and SENCO will agree:

- the outcomes sought;
- the interventions and support to be put in place;
- the expected impact on progress and development;
- a clear review date.

Plans will also reflect each child's interests, strengths, and preferred ways of learning. Parents and carers will be involved in all aspects of planning and are encouraged to contribute to targets and strategies at home to ensure consistency for the child.

Do

The child's key person is responsible for working with the child on their Individual Plan during each session they attend.

The SENCO will support the key person in assessing the child's response to strategies and interventions and advise on how these can be implemented effectively.

Review

The effectiveness of the support and its impact on the child's progress will be reviewed informally every two to three weeks and formally every half term by the key persons, parents or carers, and SENCO. Together they will discuss the child's progress and development, agree any necessary changes to outcomes or support, and plan the child's next steps. This forms part of an ongoing Assess, Plan, Do, Review cycle.

If a child does not make expected progress, the SENCO, in consultation with parents or carers, may seek additional support from outside agencies. These may include:

- Best Start in Life Advisors;
- Speech and Language Therapy;
- Hearing and Vision Support Services;
- Health Visitors;

Bradpole Preschool maintains positive working relationships with support services and outside agencies.

If a child continues to require significant support, Bradpole Preschool, together with parents and involved professionals, may request an Education, Health and Care (EHC) needs assessment from the Local Authority.

The Local Authority will then determine whether the child requires an Education, Health and Care Plan (EHCP), which sets out the child's educational, health, and care needs and the support required to meet those needs.

Where appropriate, the preschool may also apply for additional funding to support the child's inclusion and safety within the setting.

If a child requires one-to-one support to maintain their own safety or the safety of others, attendance arrangements may need to be discussed in line with staffing ratios, funding, and the child's individual needs.

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Transition to School or Other Settings

When a child with SEND moves to school or another setting, Bradpole Preschool will work to ensure that the transition is as smooth and supportive as possible.

Relevant information, records, Individual Plans, and transition documents will be shared with the receiving setting, with parental consent and in accordance with safeguarding, confidentiality, and data protection requirements.

Where appropriate:

- practitioners from the receiving setting may visit the child at preschool;
- additional transition visits may be arranged;
- Team Around the Family (TAF) meetings may be held to share information and discuss supportive strategies.

Inclusive Practice

Bradpole Preschool is committed to promoting positive images of children and adults with SEND and ensuring inclusive practice throughout the setting.

The SENCOs will review and evaluate this policy annually to ensure the effectiveness of the preschool's inclusive practice and to promote equality, diversity, and inclusion for all children and families.

If parents or carers are dissatisfied with the SEND provision for their child, they should follow the procedure outlined in Bradpole Preschool's Complaints Policy.

Legislation and Guidance

- The Children Act 1989
- The Children and Families Act 2014
- The Equality Act 2010
- *Statutory Framework for the Early Years Foundation Stage* (Department for Education, September 2025)
- The Special Educational Needs and Disability Regulations 2014
- Department for Education guidance: *Special Educational Needs and Disability Code of Practice: 0 to 25 years*
- Department for Education guidance: *SEND: Guide for Parents and Carers*
- *Working Together to Safeguard Children* (HM Government, 2026)
- The Data Protection Act 2018 and UK GDPR

This policy was adopted by the Bradpole Preschool Committee

During the Summer Term 2026

Date to be reviewed Summer Term 2027