



Inclusion Policy (Special Educational Needs and Disabilities - SEND)

Hellingly Preschool

1. Statement of Intent

At Hellingly Preschool, we are committed to the inclusion, achievement, and well-being of all children. We value the individuality of every child and welcome the rich diversity they bring to our setting. We aim to identify and provide for the individual needs of all children, including those with Special Educational Needs and Disabilities (SEND), ensuring they access a **broad, balanced, and developmentally appropriate curriculum**.

We are fully committed to working in partnership with parents, carers, and external professionals to ensure the best possible outcomes for all children in our care.

2. Our SEND Commitment

We cater for children of all abilities and support those with special educational needs or disabilities by:

- Creating an **inclusive learning environment** where all children feel safe, supported, and valued
 - Providing **individualised support** through targeted planning, resources, and differentiation
 - Working closely with **parents/carers** to ensure a shared understanding and joined-up approach
 - Following the **SEND Code of Practice (2015)** and **Working Together to Safeguard Children** guidance
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3. Objectives of Staff Working Within the Policy

- To provide regular, informal opportunities for **parents of children with SEND** to discuss their child's progress and share concerns with staff and other families
- To maintain a **consistent approach** among staff in promoting positive behaviour and managing challenges using a wide range of inclusive strategies
- For the SENDCo to hold **regular meetings with staff** to review support plans, monitor progress, and coordinate individual education plans (IEPs)
- To **review this policy regularly** during whole staff meetings to ensure ongoing relevance and effectiveness





4. Our SENDCo

Our designated **SEND Coordinator (SENDCo)** is:

Sara Sherrard – Manager

She is responsible for leading and coordinating all SEND support within the setting.

5. Identification and Assessment of Needs

Children's needs are identified through:

- Close **liaison with parents/carers**
- **Observations and assessments** carried out by staff and key workers
- Information gathered from **registration and entry forms**
- Communication with **external professionals**, such as:
 - Health Visitors
 - Speech and Language Therapists
 - Educational Psychologists
 - Community Paediatric Teams

Early identification is a priority to ensure appropriate support is put in place as soon as possible.

6. Support Strategies and Provision

- Identified needs are managed collaboratively by the **SENDCo** and the **child's key worker**, with all staff updated regularly.
- **Setting-Based Support Plans** and **Individual Education Plans (IEPs)** are created and reviewed with input from:
 - Parents/carers
 - Key workers
 - External agencies (e.g. Speech and Language, Early Years Teaching Services, Social Workers)

Children with SEND are fully integrated into all areas of preschool life and planning.

7. Statement of Education / Education, Health and Care Plans (EHCPs)

For children with EHCPs or undergoing formal assessment:





- The **SENDCo** leads on all liaison with parents, professionals, and staff throughout the assessment process
- The **SENDCo** is responsible for coordinating additional resources and ensuring support is in place
- Staff monitor, review, and evaluate progress against **individual targets**

8. Inclusion and Access

- All children, including those with SEND, have full access to our **curriculum, routines, and activities**
- Staff plan carefully to ensure that activities are **differentiated** and accessible to every child
- Achievements are measured against **individual goals**, not just developmental milestones
- Any necessary **adaptations to equipment or environment** will be made, with small items of equipment purchased as needed in consultation with staff and owners

9. Training and Staff Development

- All staff are encouraged and supported to undertake **ongoing training** in SEND and inclusive practice
- The SENDCo ensures staff are aware of relevant training opportunities
- SEND training is part of our commitment to **continuous professional development**

10. Parent Partnership

We recognise that parents know their children best and value their knowledge and input. We aim to:

- Foster a **welcoming and inclusive atmosphere** where parents feel listened to and respected
- Encourage **regular informal discussions** and offer **private meetings** when needed
- Share **all written records and reviews** of progress with parents
- Invite parents to participate in all aspects of their child's development and transition planning
- Support **parent attendance during sessions** when appropriate

11. Transition and Record Sharing

To ensure smooth transitions:

- All written records and support plans will be passed on to the **next setting or school**





- Where possible, **staff will accompany the child** on visits to their new setting to aid transition
- We liaise with new settings to share **key information and strategies** that support the child's continued development.

12. Monitoring and Review

- The effectiveness of support for children with SEND is monitored through **observations, assessments, and review of targets**
- The **whole staff team** contributes to evaluating and refining SEND strategies
- This policy is reviewed regularly at staff meetings to ensure it remains up to date and in line with current best practice and legislation.

This policy is reviewed annually or following any significant changes in legislation, guidance, or incidents.

- **Last Reviewed:** 1.09.25
- **Next Review Due:** 1.09.26
- **Approved By:** Sara Sherrard

