Inclusion and SEND Policy

(Special Educational Needs and Disabilities)

Statement of Intent

At **Hellingly Preschool**, we are proud to be an inclusive setting where every child is **valued, respected, and supported** to reach their full potential. We welcome children of all abilities and celebrate the individuality and diversity that each child brings to our community.

We are committed to ensuring that all children have **equal access to a high-quality early education**, enabling them to thrive within a nurturing, safe, and stimulating environment. Every child's progress is carefully monitored, and their unique needs are supported through a combination of early identification, targeted support, and strong partnership with parents and professionals.

Our Commitment

- Every child has the **right to access** a broad and balanced early years curriculum.
- We adopt an **inclusive approach** that removes barriers to learning and participation.
- All children, including those with **Special Educational Needs and Disabilities (SEND)**, are supported to achieve their full potential at their own pace.
- Our staff work closely with parents, carers, and professionals to ensure each child's needs are **fully understood and met**.
- We follow the **SEND Code of Practice (2015)**, **Working Together to Safeguard Children (2018)**, and the **Statutory Framework for the EYFS (2021)**.
- We recognise the importance of **early identification** and **early intervention** in securing the best outcomes for every child.

Our SENDCo

Our **Special Educational Needs and Disabilities Coordinator (SENDCo)** is **Sara Sherrard (Manager)**.
The SENDCo:

- Leads on all aspects of SEND across the setting.
- Coordinates individual support plans (IEPs or Setting-Based Support Plans).

- Liaises with external professionals and services.
- Oversees staff training and inclusion strategies.
- Ensures that all SEND documentation is accurate, confidential, and regularly reviewed.

Early Identification and Support

We recognise that **early identification and intervention** are key to helping children succeed. Children's needs may be identified through:

- Ongoing **observations and assessments** by key workers.
- **Discussions with parents** and carers.
- Information shared by **health visitors, speech and language therapists, or other professionals**.
- **Transition records** from previous settings.

When additional support is needed, we will:

- Develop an **Individual Education Plan (IEP)** or **Setting-Based Support Plan** in partnership with parents and relevant professionals.
- Review progress regularly (at least once each term).
- Adjust strategies and targets as required.

Inclusive Practice and Environment

- All children are **included in daily routines and activities**, regardless of need or ability.
- The environment is adapted when necessary to support individual children (e.g., visual timetables, sensory spaces, accessibility aids).
- We use **visual supports**, **now-and-next boards**, and **structured routines** to help children feel secure and confident.
- Achievements are celebrated according to each child's **individual progress**, not developmental milestones alone.

- Children are encouraged to be **independent learners** and supported to develop social interaction and communication skills.

Staff Responsibilities

All staff share responsibility for inclusion.

- The **SENDCo and key worker** work together to identify needs and implement strategies.
- Staff regularly discuss individual progress during **team meetings**, ensuring a consistent and joined-up approach.
- The whole team contributes to observations, support strategies, and reviews.
- All staff receive **ongoing training** to extend their understanding of SEND and inclusive practice.
- The preschool ensures access to additional expertise through **outside agencies**, such as:
    - Speech and Language Therapists
    - Health Visitors
    - Educational Psychologists
    - Early Years Support Teams
    - Community Paediatricians

Working in Partnership with Parents

We value parents as **partners in their child's learning journey**.
We will:

- Build **trusting and respectful relationships** with families.
- Hold regular discussions to share progress and next steps.
- Provide written updates and reviews for all support plans.
- Offer time and privacy for sensitive conversations.
- Support parents to access external help or referrals when needed.

Parents are always involved in reviewing progress and planning next steps and are welcome to attend sessions or meetings at any stage.

Transitions and Next Steps

To support a smooth transition to school or another setting, we:

- Share **records, plans, and reports** with the receiving setting (with parental consent).
- Liaise directly with new staff or professionals.
- Support the child through **transition visits, photos, and books** to prepare them emotionally and practically.
- Ensure information regarding SEND needs is transferred securely and promptly.

Statement of Education, EHC Plans and Ongoing Support

- The SENDCo coordinates all processes for children with an **Education, Health and Care (EHC) Plan**.
- We work collaboratively with the **local authority**, parents, and professionals to ensure the plan reflects the child's needs accurately.
- Support plans are regularly reviewed, and adaptations are made as necessary to ensure inclusion in all aspects of preschool life.
- All children, including those with SEND, have access to the **full preschool curriculum and experiences**.

Training and Continuous Development

- The preschool provides continuous professional development for staff to ensure best practice in supporting children with SEND.
- Training is reviewed termly and may include courses on autism awareness, speech and language development, Makaton, sensory needs, or behaviour regulation.
- The SENDCo ensures that staff training needs are identified and met appropriately.

Resources and Equipment

The Manager and SENDCo, in consultation with staff, will identify and obtain additional resources or equipment where necessary to meet children's needs. Small specialist resources may be purchased, or additional funding sought through the **Early Years Inclusion Fund** or other grants.

Monitoring and Review

- The Inclusion and SEND Policy is **reviewed annually** at staff meetings and updated in line with legislation or local authority guidance.
- The effectiveness of SEND provision is monitored through regular reviews, staff feedback, and consultation with parents and professionals.
- All staff are encouraged to contribute to the development and review of inclusion practices.

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