



Early Years Procedures

9.13 Identification, assessment and support for Children with Special Educational Needs and Disabilities Policy

Policy statement

We provide an environment in which all children, including those with special educational needs and disabilities (SEND), are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2015).
- We have in place a clear approach for identifying, responding to, and meeting children's special educational needs.
- We support and involve parents/carers, and children where relevant, actively listening to, and acting on their wishes and concerns.
- We identify the specific needs of children with SEND and meet those needs through a range of strategies.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEND and their families.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

The term SEND support defines arrangements for identifying and supporting children with special educational needs and/or disabilities. We are required to offer appropriate support and intervention and to promote equality of opportunity for children that we care for. Children's SEND generally falls within the following four broad areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional and mental health

- sensory and/or physical needs

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents/carers. Our SENCO is

Ria Paul

- The SENCO works closely with other colleagues and has responsibility for the day-to-day operation of Supporting Children with Special Educational Needs and Disabilities Policy and for co-ordinating provision for children with SEND.
- We ensure that the provision for children with SEND is the responsibility of all management and practitioners within the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We provide a broad, balanced and differentiated curriculum for all children.
- We provide special educational needs support to ensure early identification of children with SEND.
- We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.
- We work closely with parents/carers of children with SEND to create and maintain a positive partnership.
- We ensure that parents/carers are informed at all stages of the assessment, planning, provision and review of their children's special education including all decision making processes.
- We, where appropriate, take into account children's views and wishes in decisions being made about them, relevant to their level understanding.
- We provide parents/carers with information on local sources of advice and support e.g. Local Offer Information, Advice and Support Services.
- We liaise and work with other external agencies to help improve outcomes for children with SEND.
- We liaise with other professionals involved with children with SEND, and their families, to help improve the children's outcomes, including transfer arrangements to other settings and schools.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.

- We use a system of planning, implementing, monitoring, evaluating and reviewing action plans for children with special educational needs.
- We have systems in place for referring children for further assessment e.g. Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHCP) assessment.
- We keep records of the 'assess, plan, do and review' for children with SEND.
- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs and Disabilities Policy.
- If the child's needs cannot be met from within the setting's core funding, then it will be at this point that the evidence collated will be used to apply for EIF funding from Surrey County Council's inclusion fund.
- If a new or existing child is disabled, then we check if the family is in receipt or have applied for Disability Living Allowance. If so, we will be able to apply to Surrey County Council for Disability Access Fund with the parent's/carer's permission.
- We ensure that all staff are aware of the Supporting Children with Special Educational Needs and Disabilities Policy and the procedures for identifying, assessing and making provision for children with SEND. We provide in-service training for practitioners and volunteers and where appropriate, parents/carers.
- We raise awareness of any specialism the setting has to offer.
- We ensure the effectiveness of our special educational needs and disabilities provision by collecting information from a range of sources e.g. action plan reviews, practitioner and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.
- We welcome advice and guidance from outside agencies.
- We follow targets set by outside agencies (eg, speech and language targets) and continue this specialist work

Further guidance

SEND Code of Practice: 0 to 25 years (DfE and DoH 2015)

Ready, Steady, SENCO (Alliance Publication)

This policy was updated on the 23rd July 2026 by Susannah Townley (Manager).

This policy is due to be reviewed on the 23rd July 2027