

St Nicolas Playgroup

Supporting Children with Special Educational Needs (SEN) Policy



1.0 Policy Statement

We provide an environment in which all children with special educational needs (SEN) are supported to reach their full potential.

- 1.1 We have regard for the Special Educational Needs and Disability Code of Practice (2015).
- 1.2 We have in place a clear approach for identifying, responding to, and meeting children's SEN¹.
- 1.3 We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
- 1.4 We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEN and their families.
- 1.5 We regularly monitor and review our policy, practice, and provision and if necessary, make adjustments.

2.0 Procedures

- 2.1 For group provision: We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. Our SENCO is: **Sophie Searles** (lead)
- 2.2 The SENCO will work closely with the manager, key person, and other colleagues, and has the responsibility to implement the day-to-day operation of our SEN policies and for co-ordinating the provision for children with SEN.
- 2.3 We ensure that the provision for children with SEN is the responsibility of all members of the setting.
- 2.4 Our inclusive admissions practice ensures equality of access and opportunity.
- 2.5 We provide a broad, balanced, and differentiated curriculum for all children.
- 2.6 We monitor SEN support to ensure the early identification of children with SEN.
- 2.7 We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.
- 2.8 We ensure that parents are involved at all stages of the assessment, planning, provision, and review of their children's SEN assessment including all decision-making processes.
- 2.9 Where appropriate we take into account children's views and wishes in decisions being made about them, relevant to their level of understanding.
- 2.10 We provide parents with information on local sources of support and advice e.g. local offer, information, advice, and support services.
- 2.11 We liaise and work with other external agencies to help improve outcomes for children with SEN.
- 2.12 We have systems in place for referring children for further assessment e.g. Early Help Assessment and Education, Health and Care (EHC) assessment.
- 2.13 We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.

¹ This includes disabled children with special educational needs



- 2.14 We ensure that all our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing, and making provisions for children with SEN. We provide in-service training for parents, practitioners, and volunteers.
- 2.15 We raise awareness of our special education provision via our website and promotional materials.
- 2.16 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 views, inspections, and complaints. This information is collated, evaluated, and reviewed annually.
- 2.17 We provide a complaints procedure.
- 2.18 We monitor and review our policy annually.

Further guidance

- [Early Years Foundation Stage Statutory Framework \(DfE 2021\)](#)
- [Working Together to Safeguard Children \(DfE 2023\)](#)
- [Special Educational Needs and Disability Code of Practice \(DfE & DoH 2015\)](#)

Other useful Pre-school Learning Alliance publications

- [Guide to the Equality Act and Good Practice \(2015\)](#)

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| This policy was reviewed by: | The Manager | Signed |
| On: | Date: 31 August 2025 | V E Evans |
| Date of next review: | Date: 31 August 2026 | |