



## Identification, Assessment and Support for Children with SEND

### Introduction

Houghton and Wyton Pre-school is committed to identifying, supporting, and including all children with Special Educational Needs and Disabilities (SEND). We believe that all children are entitled to an education that enables them to achieve the best possible outcomes and become confident individuals. This policy outlines how we identify, assess, and support children with SEND, in line with the **SEND Code of Practice (2015)**, **EYFS 2023**, and local authority procedures.

### Aim

To ensure that children with SEND are identified early, supported effectively, and fully included in all aspects of pre-school life.

### Objectives

We will:

- Use a graduated approach to identify and meet the needs of children with SEND
- Work in close partnership with families and external professionals
- Ensure children's views and lived experiences are valued and inform planning
- Provide a fully inclusive environment where every child can thrive

### Roles and Responsibilities

- **SENDCo** (Special Educational Needs and Disabilities Coordinator): Leads SEND provision, monitors plans, liaises with professionals, and supports staff
- **Manager/Deputy**: Oversees compliance with statutory SEND responsibilities and ensures effective practice
- **Key Person**: Carries out observations, supports targeted interventions, and liaises with parents/carers
- **All Staff**: Support inclusive practice and contribute to observations and reviews

### Implementation Procedures

#### 1. Early Identification

- Staff use regular observations and assessments to identify children who may require additional support
- Concerns are discussed with the **SENDCo** and shared with parents/carers sensitively
- Support begins immediately through inclusive strategies and adaptations We use inclusive strategies from the outset and implement additional support where needed before formally identifying a child as requiring SEN Support

#### 2. The Graduated Approach

We follow the "assess, plan, do, review" model:

- **Assess**: Gather information through observation, discussion, and assessment
- **Plan**: Plan: Create a SEN Support Plan (09.13b) in partnership with the child's family. The plan will include specific, measurable targets, expected outcomes, timescales, and named staff responsible for delivery and review
- **Do**: Implement targeted interventions and monitor progress
- **Review**: Evaluate the plan at least once per term, involving the child and family

#### 3. Broad Areas of Need

Support is tailored to the child's individual needs, which may include:

- Communication and interaction
- Cognition and learning
- Social, emotional, and mental health
- Sensory and/or physical development



#### 4. Involving Families

- Families are active partners throughout the SEND journey
- Information is shared regularly and in plain language
- Staff work to build trust and offer reassurance, flexibility, and practical strategies Our commitment to supporting children with SEND begins from the point of enquiry or admission, in line with our Admissions Policy.

#### 5. Involving the Child

- Children's views are gathered through play, observation, and conversation
- Children are encouraged to express how they feel about their experiences and support
- Their preferences and interests inform planning and provision

#### 6. Working with Professionals

- The SENDCo liaises with health visitors, speech therapists, inclusion officers, and other external specialists
- Staff attend multi-agency meetings as needed
- We participate in Early Help assessments and follow Cambridgeshire County Council procedures

#### 7. Education, Health and Care (EHC) Needs Assessments

- If a child's needs are significant and long term, we may request an **EHC Needs Assessment** from the local authority
- Parents/carers are fully involved in the process
- If successful, the child receives an **EHCP (Education, Health and Care Plan)**

#### 8. Funding and Resources

- The setting may apply for additional support through:
  - Early Years Inclusion Funding (SEND Panel)
  - Disability Access Fund (DAF)
- The Manager and SENDCo ensure resources and staffing reflect individual needs

#### 9. Transition Support

- The SENDCo works closely with the receiving school or setting to support smooth transitions
- We share records and attend planning meetings as needed

#### 10. Record Keeping and Confidentiality

- SEND records are maintained securely in line with the **Data Protection Act 2018** and UK GDPR
- Information is only shared with consent or in line with safeguarding requirements

#### Monitoring and Review

- SEN Support Plans are reviewed at least once per term
- The Manager and SENDCo review provision termly and report to Trustees
- This policy is reviewed annually by the Board of Trustees or sooner if legislation or guidance changes

#### Legislation and Guidance

- Statutory Framework for the EYFS (2023)
- Children and Families Act 2014
- SEND Code of Practice (2015)
- Equality Act 2010
- Working Together to Safeguard Children (2018)
- Data Protection Act 2018 and UK GDPR



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### **Acknowledgment**

All staff, volunteers, and trustees must read and understand this policy. By doing so, they commit to supporting children with SEND in a respectful, collaborative, and inclusive way.