



Grow Learn Play Project CIC

SEND Policy 2026

All Early Years Settings have had a legal obligation to Special Educational Needs. The purpose of this policy is to give information about how the setting implements support with Special Educational Needs.

Grow Learn Play Project CIC is a fully inclusive setting, and all staff are committed to providing the best education possible for every child. We believe all children and young people are entitled to a learning environment that enables them to make progress so that they:

- achieve their best.
- become confident individuals living fulfilling lives,
- make a successful transition into adulthood, whether into employment, further or higher education or training.

Inclusion is meant in the widest sense. It incorporates children and young people as well as the rights of parents/carers, students, and all staff. It includes individuals with Special Educational Needs and/or a Disabilities, vulnerable children/children in Public Care (Looked After Children), as well as those from minority ethnic groups, travellers, individuals learning English as an additional language and any other diverse cultural groups. Those with specific medical needs; suffering from low self-esteem; or experiencing mental health difficulties are also included.

Accessibility:

The Special Educational Needs and Disability (SEND) Code of Practice makes it unlawful for settings and LEAs to discriminate against people with disabilities without justification.

The Grow Learn Play Project CIC aims to cater for the whole community regardless of any disabilities or needs they may have.

We will endeavour to insure that:

- Premises will be physically accessible to all members of the community; the setting is on one level and ramps are positioned where necessary.
- Disabled toilets are located within the building.

Aims

- Both children and adults will be supported and encouraged to develop their independence, confidence and to support their unique needs.
- To create a safe, secure, and inviting environment that promotes positive behaviour and high self-esteem.
- To encourage and support both children and adults to become positive role models.
- To enable all to see the reason for expectations and responsibilities and behave accordingly.
- To encourage everyone to respect and take responsibility for themselves, for others, for belongings and for the environment.

- To have clear and open communication with children/parents/carers over any shared achievements or concerns.
- The Grow Learn Play Project CIC has a commitment to ensure all staff and volunteers work within the aims of the Behaviour Plan and anti-Bullying Policy.
- It is our practice to ensure the safety of the children and adults within our setting. We have a legal obligation to report any concerns we may have to the appropriate authorities.
- Work alongside other professional agencies to promote inclusive practice.
- Staff to update their inclusive training.
- Making inclusion a thread that runs through all the activities of the setting.
- Ensuring that children who speak languages other than English are supported in the development of their first language.
- Encourage children to contribute stories of their everyday life.

Equality and Inclusion for children with Special Educational Needs and/or disabilities (SEND)

What is SEND?

“A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child or a young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than most others the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.

How does our setting know if children need extra help?

Identification, Assessment, and review

The Special Educational Needs and Disability (SEND) Code of Practice outlines a graduated response to children's needs, recognising that there is a continuum of need matched by a continuum of support. The setting maintains information about the identification, assessment, and provision for each child. A register is kept of children with SEND.

Where concern is expressed that a child may have SEND the Key Person and Manager/SENDCo take prompt action to assess and address the difficulties. The Oxfordshire SEND toolkit offers guidance on provision We know when children need additional support if:

- Concerns are raised by Parents/Carers.
- Concerns are raised by keypersons and other staff.
- Concerns are raised by outside agencies.
- There is a lack of progress over two terms (e.g. from September to Easter).
- There is a change in the child's behaviour.
- A child asks for help.

Where children's progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality learning opportunities targeted at specific areas of difficulty, it *may* be that the child has SEND. Information will be gathered, including seeking the views of parents and the child where possible, as well as from staff observations and formal assessments.

There can be many reasons for children not meeting their developmental goals, these may include absences, attending lots of different settings, difficulties with speaking English, or worries that distract them from learning. The setting understands that children who experience these barriers to learning are vulnerable. This does not mean that all vulnerable children have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Roles and Responsibilities

Provision for children with SEND - it is a priority for all staff to be aware that individual children's needs may be present in different learning situations. Therefore, all staff have the responsibility in helping to meet an individual's special educational needs. It is imperative that the Early Years Practitioners follow settings procedures for identifying, assessing, and making provision to meet these needs.

The Directors have a legal responsibility for effectively implementing this policy and provision for children with special educational needs.

When there is a concern about a child's development an SEN Support and Outcomes Plan will be put in place after consulting and working in partnership with the child's parents/carer, key person, and designated SENDCo. SMART targets will be set, and the progress of the child will be monitored and reviewed on a twelve-week basis. These targets and monitoring process are used to define the correct pathway to access professional support for the child. Other professionals that may be involved in working in partnership with the parents and the setting are Early Years Advisory Team, Speech and Language therapists, occupational therapist, and paediatricians.

What types of special educational need do we provide for?

The Special Educational Needs and Disability (SEND) Code of Practice identifies four broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional, and mental health difficulties
4. Sensory and/or physical needs

Communication and interaction	Speech, Language and Communication Needs (SLCN) Autistic spectrum condition (ASC) Anxiety Attention Deficit Disorder (ADD/ ADHD)
Cognition and learning	Learning needs (LD) Specific learning difficulties (SpLD) e.g. Dyslexia
Social, emotional, and mental health	Autism (ASC) Anxiety Depression ADD/ADHD Attachment concerns Unexplained medical conditions e.g. eating disorder
Sensory and/or physical	Hearing Visual Physical

At any given time, we have a small number of children experiencing difficulties in one or more of these areas of need. This may be a short-term issue which may be resolved with targeted, timely support or it may be a difficulty relating to a long-term issue or disability which may need a programme of on-going, rigorously evaluated and highly individualised support.

Levels of support offered by Grow Learn Play Project CIC:

Stage 1: All children will receive well-differentiated, quality learning opportunities including, where appropriate, the use of small group interventions.

Stage 2: Children will be offered additional SEND support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all children in the setting and will therefore be identified as having a special educational need as defined by Special Educational Needs and Disability (SEND) Code of Practice. At this stage of the process, it is possible to make an application for local authority funding to support the additional needs of that individual child. We will then allocate a worker who can provide the appropriate level of support in the setting.

Stage 3: A small number of children may need support which requires a more individualised and specialist programme of support. In this instance the setting will follow the statutory procedure for conducting an outcome plan which *may* result in the writing of an Education Health and Care Plan. The setting will ensure that children with Education, Health, and Care Plans, will have access to all arrangements for children on the SEND list (above) and, in addition to this, will have a three-monthly review of their outcome plan.

Who is responsible for children with SEND?

All Staff are responsible for the day-to-day teaching of children with SEND in their room particularly the keyperson of the child. The manager has overall responsibility for the learning, care, and safety of all children in our setting.

Rachel Gilkes is our Special Educational Needs & Disability Co-ordinator (SENDCo). It is the SENDCo's responsibility to organise support for children with SEND across the setting.

All the staff in our setting work in partnership with the Manager/SENDCo to meet the needs of our children with SEND.

What should I do if I think my child may have SEND?

If you have concerns, please contact either your child's keyperson or SENDCo (SENCO): - rachelgilkes@glpp.uk

What training or specialist expertise does our staff have around supporting children with SEND?

OUR SENDCo is a qualified Early Years Practitioner with SENDCo training and also holds a level 3 Early Years SENCo qualification. Several other staff within the setting have also completed the SENDCo training.

All our staff have undertaken a range of training which supports children with SEND and continue to do so through an annual cycle of professional development. Where a specific need is identified the setting will seek specialist advice and support.

How is provision for SEND managed within the setting?

Provision for any child which is additional to their peers is recorded and evaluated through the Child's observations, progress trackers and individual activity plans. These documents allow the staff to closely monitor the support for all vulnerable children including those with SEND and is reviewed on a termly basis. Provision can then be amended, developed, or continued as an outcome of this review process.

Where it is considered appropriate a child may also have an Early Years SEN Support and Outcomes Plan to set targets, record the support given to help the child achieve these targets and evaluate outcomes.

How does Grow Learn Play Project CIC support children with SEND?



How will you as a family be supported to share your views?

All parents/carers are encouraged to contribute to their child's education.

You are welcome to do this through:

- Discussions with the keyperson
- During parent consultations
- During planned discussions with (SENDCo)
- Using usual nursery communication tools such as responding observations and reports.
- You will be asked to complete an "All about Me" form to share likes, dislikes, and other information about your child. This forms a key part of any interventions we might propose.
- Using the 'Preparing to review the EY SEN Support and Outcomes plan' document for parents/carers.

Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding the support your child is receiving, please contact Jemma Kerby (Manager/Director/Educational Lead).

Jemma.kerby@glpp.uk

What specialist services and expertise can be accessed by our setting?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by our school include.

- Speech and Language Team
- Educational Psychologist
- Occupational Therapist
- Early Years SEND Team
- Visual Impairment
- Social Care Support
- Integrated Childrens Therapies

What will our setting do if your child is making slower progress?

We will have a meeting with you to discuss the additional support your child may need.

This may include:

- Follow a graduated response: Identify, assess, plan, do and review.
- Support in a small group.
- Individual focused activity plans.
- Careful monitoring
- Work in partnership with parents/carers.

After a review of the support already given, it may be necessary to make a more detailed plan. This might include advice from outside agencies.

How accessible is the learning environment?

As a setting we are happy to discuss individual access requirements, if you wish to discuss your needs relating to the accessibility of the environment, please bring this to the attention of one of the Senior Team.

How does GLPP support children with SEND joining or leaving our setting?

At Grow Learn Play Project CIC we understand that moving setting can be a worrying time for children and their families. We try to make this easier by:

- Planning home visits.
- Sharing information between nursery/home and other settings if your child has SEND or if there is a concern that they have additional needs.
- At times children may need to have an 'enhanced' transition, in these cases we will work with you and other professionals to offer extra support.
- All children will have a transition with their keyperson up to their next room.
- If your child needs a little more support with moving rooms and change of keyperson, we will create a more detailed plan of action to help them with the move.
- Sometimes parents and the SENDCO will need to make more detailed plans to support with choice of school and/or more visits to the new school.

Annual Reviews

For children with an EHCP (Education, Health & Care Plan), an annual review meeting must be held in addition to regular termly reviews. At this meeting, consideration is given to whether the EHCP should continue, and whether provision/strategies should be maintained or amended. It should set new long-term objectives/goals for the following year. All relevant professionals, including those who contributed to the original EHCP are invited to attend or submit a written report.

English as an Additional Language (EAL)

English as an Additional Language is not deemed to be a special need. EAL children will receive interventions by an appropriate member of staff who will support their integration into the setting and use the Wellcomm program to support their acquisition of English.

Vulnerable Learners (inc Refugee)

A child may be deemed vulnerable as a learner at any point throughout their nursery life if they are not achieving in line with their peers or are not making expected progress over a measured period of time. It is the responsibility of all staff to monitor and track attainment and progress for all vulnerable children. If these strategies are not successful, the SENDCo will initiate further investigation and possible 'SEN support' or an outside agency referral may be made.

HM Armed Forces Children

Children who have been identified as residing with one or both parents in the armed forces, will be offered the same opportunities as every other child at GLPP. Support will be put in place as identified in this policy as and when necessary. Support for parents in HM Armed Forces: Parents serving in HM Armed Forces can also access the Children's Education Advisory Service (CEAS), an information, advice and support service established specifically for Service parents. It covers any issue relating to their children's education, including SEN. More information about CEAS may be found on the CEAS website: <https://www.gov.uk/childrens-education-advisory-service>.

Looked After Children (LAC)

Any child in residential, foster care, special guardianship or previously cared for will have a detailed Personal Education Plan (PEP) which includes care, education, and health needs. Should the plan contain reference to any SEN support required, GLPP has a SENDCo responsible for making sure the relevant parts of the plan are supported whilst the child is in the setting. If these strategies are not successful, the SENDCo will initiate further investigation and possible 'additional SEN support' or an outside agency referral may be made. There is a designated safeguarding lead (DSL) at GLPP to ensure all children are safe and make the expected progress of which they are capable. However, all staff are responsible for the safeguarding of children and adults in the setting. The DSL will also communicate with the Virtual Head for CWCF and the Local Safeguarding Children's Board as required.

Partnership with parents

All staff will continue to forge home/setting links to encourage parents to be partners in their children's learning. Parents are involved from the outset and are encouraged to discuss any concerns with staff as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

Parents will receive accurate information when they meet with staff, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour within the setting. They are consulted before outside agencies are involved and are included as far as possible in the implementation of strategies. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parent consultation meetings are held three times per year, but parents are welcome to arrange meetings at other times to discuss any aspect of their child's progress with their Key Person, Senior or SENDCo. We are able if necessary to make arrangements for interpreters to be present for parents with a first language other than English.

Transfer Arrangements

- SEND Records are transferred following agreed procedures.
- Children with SEND can make advanced visits to new school/settings, if required so they will become more confident in their new situation.
- SENDCo are available for consultation before the time for transfer.
- For children with EHCP, the EHCP will transfer with the child. The parent's views and preferences will be passed on.
- SENDCo, where possible attends the Final Annual Review.

Staff Development

- The setting is committed to enhance expertise in SEND.
- There is regular on-going training for Practitioners.

Whole staff in-service training sessions are arranged as appropriate, in response to particular needs.

The setting holds Early Years SENCo certification and the SENDCo holds a level 3 SENCo qualification.

Monitoring and Reviewing Responsibility

Any complaint or grievance should be made to the Senior Team who will refer the matter to all Directors (see grievance Procedure-staff), and Complaints Procedure (users).

Where can I find Local Authority information about SEND?

Oxfordshire SEND Toolkit has information regarding the local offer. Here you will find information about how the Local Authority expects settings to meet the needs of children with SEND and their families; this is called the 'Local Offer.'

Supporting Children with Medical Conditions

Some children with medical conditions may be considered to be disabled under the definition set out in the Equality Act 2010. Some may also have Special Educational Needs (SEN) and may have a Medical Care Plan, or Education, Health, and Care Plan (EHCP) which brings together health and social care needs, as well as their special education provision. GLPP will follow the plans set out, ensuring to meet responsibilities for risk assessment, for ensuring requirements for specialist training are met and for working with other supporting agencies to provide access to support equipment if required. For children with medical conditions which require EHCP plans, compliance with the SEND code of practice ensures compliance with the statutory elements of the Department for Education guidance published in January 2015 with respect to those children. Please see our Equal Opportunities Policy for further information.

At GLPP, all child caring staff hold a 12 hour paediatric first aid qualification.

In addition to general expectations, Parents and carers are responsible for:

- Providing the setting with sufficient and up-to-date information about their child's medical needs.
- Keeping the setting informed about any changes to their child/children's health.
- Providing the setting with the medication their child requires and keeping it up-to-date and collecting any leftover medicine at the end of the course or year. Parents will be provided with a medicine form to complete.
- Ensuring they or another nominated adult are always contactable.

Complaints

Parent/carers concerns about the support provided for their child with a medical condition should be directed, in the first instance, to the SEN code of Practice and our SENDco. If, for whatever reason parents/carers feel their concerns have not been addressed, they may make a formal complaint via the setting's Complaints Procedure.

Adopted by the Directors of Grow Learn Play Project CIC		April 2026	
Signed by a Director			
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