Under Fives Roundabout

Special Educational Needs & Disabilities Policy

Policy No: 1.13

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1. Child development 1.2. Inclusive practice 1.3. Health and Well-being	2.1. Respecting each other 2.2. Parents as partners 2.3. Supporting learning 2.4. Key person	3.2. Supporting every child 3.3. The learning environment 3.4. The wider context	4.1. Play and exploration 4.2. Active learning 4.3. Creativity and critical thinking

An explanation of Special Educational Need is:

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition. (DfE 2015)

Policy Objectives:

To ensure that:

1. every child has access to a broad and balanced curriculum;
2. children are regularly assessed so that those with special educational needs are identified early and the process of profiling commences without delay;
3. staff, committee and parents are aware of the Preschool's Special Educational Needs policy;
4. staff are aware that special provision must be made in their planning for SEND children in relation to their Individual Child Plans and that they should monitor and record the progress of these children;
5. the setting is adequately resourced to provide for children with special educational needs and disabilities and that staff attend appropriate training courses;
6. the SEND Policy is evaluated, monitored and updated regularly by staff and committee; we maintain links with outside agencies as appropriate;
7. parents are fully included in the decision-making process and the review of progress for their child;
8. SEND children are involved in some way in the assessing and monitoring of their needs and progress where possible.

Roundabout will ensure that:

Every child has access to a broad and balanced curriculum and will endeavour to make sure the setting is adequately resourced with reasonable adjustments made to provide for all children with Staff attending appropriate training courses;

The Keyworker and SENDCo will work together to devise all necessary intervention programmes based on best possible practice. In doing so the feelings and wishes of each child

will be taken into account wherever possible. Similarly parents and other professionals will be fully consulted in developing the programmes to ensure partnership working.

Partnership with Parents

Partnership with parents is recognised as a vital part of the SEN process in the SEND Code of Practice (2015). It is part of the Preschool's policy to encourage parents to become involved with all aspects of preschool life. Parents of children with Special Educational Needs & Disabilities are invited to come into the setting on a regular basis to review their child's progress or hold Team Around Family (TAF) meetings remotely. They are also given a copy of their child's current Individual Child Plan (ICP), which follows an assess, plan, do, review (APDR) process, alongside Enhanced Support Strategies, and encouraged to work together with the setting to support the child's progress towards the targets by following strategies and targets at home. Any concerns about a child's development will be discussed with the child's parents/carers and their permission obtained before contacting outside agencies or other professionals.

Arrangements for Co-ordinating Educational Provision

The Preschool's Special Educational Needs and Disabilities Coordinator Samantha Capes is responsible for:

Admissions

All children are welcome at Under Fives Roundabout. Children with special educational needs and/or disabilities are admitted to the Preschool through the normal admissions procedures and criteria. Decisions about the admission of children with Special Educational Needs and/or disabilities are made in consultation between the parents and the supporting outside agencies.

Access

The Preschool can make provision to meet the needs of most children. There is access for wheelchairs via a double opening door from the outdoor area into the building. Within the preschool there are no steps or changes of levels.

Resources for children with Special Educational Needs and/or disabilities

Special Educational Needs should be adequately funded, however this is not always possible and outside financial support may be sought. More often than not, children do not come to the preschool with funding in place and the setting relies upon the full co-operation of the parents/caregivers in order to provide enough evidence together from home and setting, to apply for funding. When the parents/caregivers are aware of their child's educational and/or physical needs prior to coming to preschool, it is beneficial for all concerned if the parents/caregivers share this information with the setting before they begin attending so that the setting can ensure correct measures are in place.

Process for Identification, Assessment and Meeting Needs

Parents often pass on their concerns regarding development, speech, hearing, eyesight, health, behaviour, learning etc.

At Roundabout we work to identify those children who fail to make progress, either generally or in specific areas of the curriculum or who have emotional or behavioural difficulties, which affect their progress.

We know that not all children progress at the same rate, and concern is raised when little or no progress for that child is recorded. Our assessment strategies help us track each child and set appropriate targets for that child.

Early identification of difficulties is important and we endeavour to identify children who need help by comparing their progress to the development goals in the Early Years Foundation Stage.

However if a child is experiencing persistent difficulty, the key person will initially:

- discuss the child informally with Sam Capes;
- use data/ diagnostic tools to gain more information. These may be previous records formed from observations either from Roundabout or the child's previous setting.
- try different strategies within the room to meet the child's needs
- discuss the child's progress/difficulties with the parents and the child

If the child's needs require action different from and/or additional to that provided by a differentiated curriculum and setting strategies, and if their difficulties or behaviour meet the criteria set out in the Code of Practice (2015) SEND code of practice: 0 to 25 years - GOV.UK a graduated tailored response will be adopted. The child's parents will be consulted throughout the process.

Reviewed 14/11/2025