



Special Educational Needs and Disabilities (SEND)

[SEND code of practice: 0 to 25 years - GOV.UK](#)

The Schools White Paper 2026: Special Educational Needs and Disability (SEND) Reform
[CBP-10550.pdf](#)

Principles

In order to support the changeover from the current system to the new system, transitional arrangements will need to be put in place. This means that children and young people with statements will gradually be transferred over to the new arrangements. The transfer process will take place over the next three and a half years and will be completed in April 2018.

All children are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes, and
 - become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education
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- Let's play nursery understands its responsibility to ensure positive attitudes to diversity and difference – not only so that every child is included and not disadvantaged, but also so that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society.
 - We aim to meet the needs of each child as an individual regardless of difference and diversity.
 - All children are entitled to enjoy a full life in conditions which will help them take part in society and develop as an individual, with their own cultural and spiritual beliefs.

- We believe that all children should feel valued and confident and should be cared for in a warm and loving environment. We will work with parents at all stages of the child's education and care to ensure our principles are put into practice.

Our Special Educational Needs Team -Grace Oliver as SENCo Lead , Lindsey Williams and Our WellComm Champion Charlie Ctraford

In line with guidance from the E.Y.F.S. and in line with the S.E.N.D Code of Practice we will endeavor to:

- Be alert to the early signs of needs that could lead to later difficulties and respond quickly and appropriately, involving other agencies as necessary.
- Stretch and challenge all children.
- Encourage children to recognize their own unique qualities and the characteristics they share with other children.
- Challenge any inappropriate/negative attitudes displayed by staff, parents/careers or children.
- Engage children in anti-bias activities e.g., stories or persona dolls, which promote positive attitudes to all people regardless of their level of ability, appearance, mobility etc.
- Maintain records suitable for sharing with colleagues in an inter-agency team while acting as a point of contact for a child and their family.
- Making sure the environment has been adapted to the needs of any children or adults with SEN and/or disabilities starting here at Let's Play Nursery

Where staff feel that a child is not progressing in line with his/her peers they will speak to parents in the first instance to seek their opinion and to discuss how the child can best be

helped. We aim to make any reasonable adjustments to our setting required by individual children or parents. No outside agencies will be contacted without parental permission.

Where children are identified as needing extra support within the setting this is called **Early Years Action** and involves the SENCO the parents/carers and the child's key person working together to write an individual education plan to identify how the child will be given extra support. IEPs will be reviewed monthly by the SENCO, the child's key person and the parents/carers. Should this group, and particularly the parent, decide that the child needs further support then outside agencies will be contacted as appropriate.

When outside agencies are involved also, this is called **Early Years Action Plus**.

For the very small number of children whose needs cannot be met in the above way and whose needs are more severe and complex, the nursery staff will, with parent's/carer's permission request a formal assessment from the Local Education Authority.

When children transfer to their next setting, we will work closely with that setting and the child's parents to ensure a smooth transition for the child.

If one or both parents have significant needs, we will support them to the best of our ability whilst keeping a focus on the child's needs.

All information kept on each child is confidential and Parents and Carers have free access to all information kept on their own child. (Except in exceptional cases where the Data Protection Act 1998 stipulates it is against the best interests of the child to do so.)

Review Process:

Let's play is aware of the need to constantly review, monitor and evaluate our practices to ensure that they are effective. It is the duty of the S.E.N. Co-Ordinator and the Manager to review the S.E.N. policy annually and to be aware on a daily basis of how this policy works in practice. Also, to comply with all relevant legislation including the Equality Act 2010 and the SEN Code of Practice. **All information kept on each child is confidential and Parents and Carers have free access to all information kept on their own child. (Except in exceptional cases where the Data Protection Act 1998 stipulates it is against the best interests of the child to do so.)**

Review Process:

This setting is aware of the need to constantly review, monitor and evaluate our practices to ensure that they are effective. It is the duty of the S.E.N.D Co-coordinator and the Manager to review the S.E.N.D policy annually and to be aware on a daily basis of how this policy works in practice.

Education Health and Care (EHC) Pathway for New Assessments

Birmingham City Council

Step 1

My Story - Listen and Understand – assessment, advice and support that informs the decision to refer for EHC assessment

The Local Offer sets out services for children and young people with special educational needs and disabilities, and their families, from birth to age 25 which are available in their area.

Most children and young people with special educational needs and/or disabilities have their support needs met by their local agencies, schools and services (i.e. through the Local Offer) without the need for an EHC Plan. For some children and young people, an Education Health and Care Plan may be required.

Advice and Support: ongoing multi-agency support

Before a request is made for statutory EHC assessment, it is usual that advice and support for a child or young person will be coordinated through key working processes that aim for timely involvement of the right professionals according to each child or young person's personal profile of education, health and care needs.

The decision to request statutory assessment for an EHC Plan is made by the family and the advising professionals based on their observations and assessments over time of a child's/young person's special educational needs, future aspirations and how best to support these.

Making a Request for Statutory Assessment and preparation of an Education, Health and Care Plan

The keyworker organises a 'Team around the Child/Team around the Young Person' meeting with the family and key advising professionals. The purpose of the meeting is to gather the information for making the request for statutory assessment.

To prepare for the meeting, the keyworker helps the family as required to complete the child or young person's personal profile and plan their involvement. The keyworker also makes sure that the family have the information they need about the

assessment process, including information about options for educational provision, travel assistance where applicable and personal budgets.

At the meeting, the family and the key advising professionals contribute their views and information about the child or young person's needs, their progress so far and what support they might need in the future to access learning and achieve success.

After the meeting the keyworker completes the Request for Education

Health and Care Assessment form (EHCAR) and sends this with the supporting information to SENAR.

The allocated SENAR Principal Officer receives the information and presents the request to the Education Health and Care Panel for consideration.

Step 2

EHC Panel: Request for statutory EHC Assessment

The EHC Panel are a group of people from education, health and social care who look at the Requests for EHC Assessment, and, based on the information presented, decide whether the help a child or young person requires to access learning and achieve success can best be provided through a support plan coordinated by their local school and agencies (i.e. through the Local Offer) or whether an EHC Plan is needed. If an Education Health and Care Plan is required, the EHC Panel looks at the indicative resources for the EHC Plan.

The EHC Panel does not look at requests that are education only. These will be dealt with by a separate panel internal to SENAR.

Step 3 and Step 4

My Needs and My Plan: EHC Plan is drafted

Information gathering and further assessment work completed.

A 'Tell Us Once' approach is used. The SENAR Principal Officer as Plan Coordinator builds on the information already provided, requests additional reports if necessary, from advising professionals and prepares **the first draft of the EHC Plan** ready for the Education, Health and Care Plan Meeting with the family and involved professionals

Education, Health and Care Plan Meeting (12 weeks) – led by SENAR Plan Coordinator

The purpose of the meeting is to develop the personalised EHC Plan. The meeting is conducted as a person-centred process with the family and the key advising professionals to agree the short- and long-term outcomes the child or young person wishes to achieve and what educational and other support is required to do so. Options for personal budget are explained, and the support available if families wish to take up this opportunity.

Educational provision is also discussed so that the family can consider the full range of options, express their preference and also consider alternatives if necessary.

Step 5

My Resources: Draft EHC Plan is shared with the family and educational providers

The SENAR Plan Coordinator completes the Draft EHC Plan which includes any options for personal budget the family may have requested.

The SENAR Plan Coordinator shares the Draft EHC Plan (including the appendices) with the family and notifies them that during this period they can request a particular school, college or post-16 institution to be named in their EHC Plan. Families have 15 calendar days to respond. Families are able to access support if needed to help them with this.

A SENAR officer must be available for a meeting with the child's parents or young person on request if they wish to discuss the content of the Draft EHC Plan.

The SENAR Plan Coordinator consults with governing body, principal or proprietor of the appropriate educational provider(s). Educational providers must respond within 15 calendar working days.

Step 6

My Life: EHC Plan is finalised

The EHC Plan and the elements (if any) the family wish to take up as personal budget is finalised. In preparation for EHC Panel, the SENAR Plan Coordinator may need a further conversation with the family and/or involved agencies about the final recommendations to go forward to panel.

EHC Panel signs off the EHC Plan as specified provision (including any personal budget) set out to meet identified needs and deliver agreed outcomes. Support will be available to ensure the child or young person is achieving the outcomes described in the Plan and that the family can make the best use of the funding available.

Step 7

My Review: Implementation and Review

The EHC Plan will be reviewed at least annually to maintain its relevance to the child or young person's individual situation. In certain cases, it may be reviewed more frequently, if this is agreed by the family, the child or young person and those providing support.

The SENAR Plan Coordinator asks the relevant school or setting to arrange an EHC Plan implementation meeting to plan the short-term targets, support and monitoring in order to assure the outcomes identified in the child or young person's EHC plan.

Improving outcomes: high aspirations and expectations for children with SEN

5.1 All children are entitled to an education that enables them to: • achieve the best possible educational and other outcomes, and • become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education

5.2 Providers of early years education, that is all early years providers in the maintained, private, voluntary and independent sectors that a local authority funds, are required to have regard to this Code including the principles set out in Chapter 1.

5.3 The Early Years Foundation Stage (EYFS) is the statutory framework for children aged 0 to 5 years. All early years providers must follow the safeguarding and welfare requirements of the EYFS and the learning and development requirements, unless an exemption from these has been granted.

5.4 Providers must have arrangements in place to support children with SEN or disabilities. These arrangements should include a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children.

5.5 All those who work with young children should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all practitioners listen and understand when

parents express concerns about their child's development. They should also listen to and address any concerns raised by children themselves.

Equality Act 2010 5.10 All early years providers have duties under the Equality Act 2010. In particular, they must not discriminate against, harass or victimise disabled children, and they must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at substantial disadvantage. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. All publicly funded early years providers must promote equality of opportunity for disabled children.

SEND in the early years 5.12 All early years providers are required to have arrangements in place to identify and support children with SEN or disabilities and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework. The EYFS framework also requires practitioners to review children's progress and share a summary with parents. In addition, the 'Early years outcomes' is an aid for practitioners, including child minders, nurseries and others such as inspectors, to help them to understand the outcomes they should be working towards. Links to the EYFS framework and the guide to early years outcomes are provided in the References section under Chapter 5. 5.13 Some children need support for SEN and disabilities at home or in informal settings before, or as well as, the support they receive from an early years provider. Provision for children who need such support should form part of the local joint commissioning arrangements and be included in the Local Offer

Early years provision 5.20 The majority of 3- and 4-year-olds, and many younger children, attend some form of early years provision. The EYFS framework sets the standards that all Ofsted registered early years providers, and schools offering early years provision, must meet to ensure that children learn and develop well and are kept healthy and safe. This includes ongoing assessment of children's progress. Early years providers and educational settings should have arrangements in place that

include a clear approach to assessing SEN. This should be part of the setting's overall approach to monitoring the progress and development of all children.

5.21 In assessing progress of children in the early years, practitioners can use the non statutory Early Years Outcomes guidance as a tool to assess the extent to which a young child is developing at expected levels for their age. The guidance sets out what most children do at each stage of their learning and development

These include typical behaviours across the seven areas of learning:

- communication and language 3
- physical development
- personal, social and emotional development
- literacy • mathematics • understanding of the world
- expressive arts and design

5.22 The EYFS framework includes two specific points for providing written assessments for parents and other professionals – when the child is aged two and at the end of the reception year – which are detailed below.

This information was taken from:

[SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Graduated Approach

The SEND Code of Practice 2015 defines the Graduated approach as: A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs.

- Cause for Concern The child is highlighted as having a cause for concern – we will monitor and record any issues in partnership with parents and reassess after 6 weeks.
- Targeted Intervention (IEP) The child will be put onto the SEN Register under “Targeted Intervention”. The child will be given an “IEP” (Individual Education Plan) The IEP will have targets for the child to reach and it will also state what

different resources and activities the setting will be using with the child. The Early Years Team will be notified and will support the setting in writing the IEP, which will be reviewed every 6 weeks in partnership with the parents

. • Intensive Intervention If the child is still showing difficulties and is not improving with the IEP in place, Intensive Intervention will begin, and this will be highlighted on the SEN register. This is when the setting realise that the child requires further support to further their progression and will make referrals to outside agencies such as Speech & Language. The child may also receive extra funding to have 1-1 support when in the setting. If the child is still not making enough progress, it may be necessary for the nursery, in consultation with the parents and any external agencies already involved, to request an EHCP (Educational Health Care Plan)

Revised February 2026 by Lindsey Williams

Next review February 2027