SEND Policy

Introduction

At Pavilion Pre School (Aigburth) CIO, we are committed to providing an inclusive and supportive environment for all children, including those with Special Educational Needs and/or Disabilities (SEND). We recognise that every child is unique and may have different needs, and we strive to ensure that our pre school is accessible to all children, regardless of their abilities. We recognise the importance of early identification and support for children with Special Educational Needs and Disabilities (SEND) to ensure they reach their full potential. Our approach is child-centred, strengths-based, and reflective of our values of. We believe in working collaboratively with parents, carers, and other professionals to ensure that children's needs are understood and appropriately supported.

This policy outlines our approach to supporting children with SEND, ensuring that they have equal access to activities, care, and support in a way that promotes their personal development, learning, and well-being.

Purpose

The purpose of this policy is to:

- Ensure that children with SEND are welcomed and supported in our pre school.
- Provide a framework for staff to identify and address the needs of children with SEND.
- Outline our commitment to creating an environment that promotes equality, inclusion, and diversity.
- Establish clear procedures for the involvement of parents/carers in supporting children with SEND.

Definition of Special Educational Needs (SEND)

For the purpose of this policy, children with SEND are those who have a learning difficulty or disability which requires special provisions to be made. This may include, but is not limited to, children with:

- Communication and interaction difficulties (e.g., speech and language difficulties, autism spectrum disorders).
- Cognition and learning difficulties (e.g., dyslexia, dyspraxia).
- Social, emotional, and mental health difficulties (e.g., anxiety, ADHD).
- Sensory and/or physical needs (e.g., visual or hearing impairments, mobility difficulties).

SEND Policy

Aims

Our aims are to:

- Ensure that every child, regardless of their SEND, is fully included in all activities offered by the after-school club.
- Provide appropriate support, resources, and adjustments to meet the individual needs of children with SEND.
- Work closely with parents, carers, and any external professionals involved to support the child's development and well-being.
- Foster an environment where children with SEND feel valued, confident, and encouraged to participate in all aspects of pre school life.

The Role of the SENCO

Our SENCOs are:

Pre School - Karen Nicholson (Lead SENCO) and Katie Clapson (SENCO)

Breakfast and After School Club - Sue MacGregor

Their responsibilities include:

- Coordinating support and interventions
- Liaising with parents and professionals
- Supporting staff with strategies and training
- Overseeing and updating records and support plans
- Applying for funding, attending meetings and supporting EHC needs assessments
- Liaising with Sudley Primary School when necessary

Identification and Assessment of SEN

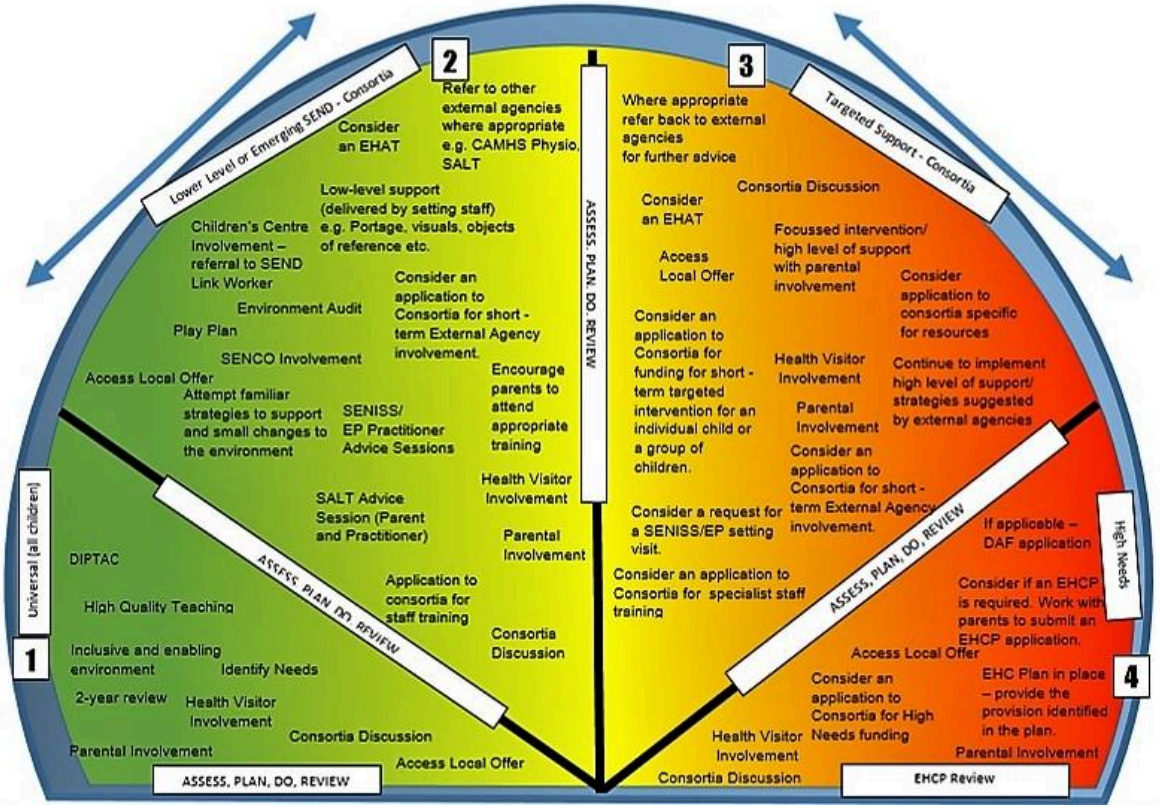
We recognise that early identification is key. Our process includes: Regular tracking of development using the EYFS framework, observations by key persons and SENCOs, parental concerns and input, screening tools where appropriate. If a child is not making expected progress, we initiate a graduated approach of support and involve parents from the outset.

- Parents/carers will be asked to inform us if their child has any identified SEND or if there are any concerns regarding their child's development.
- Staff will observe and monitor all children's progress. If there are concerns about a child's development, the SENCO (Special Educational Needs Coordinator) will assess whether any additional support is needed.

- If necessary, we will work with parents and relevant professionals (e.g., educational psychologists, speech therapists) to create a plan to address the child's specific needs.

The Graduated Approach

The graduated approach starts at the whole setting level, as all staff are continually assessing, planning, implementing and reviewing their approach to teaching and supporting for all children, however, for children with SEND this approach is increasingly personalised depending on the needs of the child.



We follow the four-stage cycle for children identified as needing additional support:

1. Assess – We implement universal high-quality teaching. This helps us identify children who may require extra support. We gather observations, data, and parent insights to understand the child's needs.

2. Plan – Planning for interventions is a thoughtful and structured process to ensure children receive the right support at the right time. We begin by looking at observations, assessments, and day-to-day interactions. If a child is finding a particular skill or area difficult, we identify this as a focus for targeted support.

Set Clear, Achievable Goals
We decide what we want the child to be able to do by the end of the intervention period. These goals are small, measurable steps—for example, improving turn-taking, recognising numbers to 5, or using two-word phrases.

Choose the Right Strategies and Activities
We select activities or approaches that are specifically matched to the child's needs. These may include structured games, focused language activities, fine-motor tasks, or social skills work.

3. Do – We commence targeted interventions which are focused support sessions designed to help children who need a little extra help in a specific area of their learning or development. These sessions usually take place in small groups or one-to-one and are planned based on what the child is finding challenging.

Targeted interventions:

- Focus on a specific skill or area, such as speech and language, fine motor skills, early maths, social interaction, or emotional regulation.
- Are time-limited, usually running for a set number of weeks before being reviewed.
- Are delivered by trained staff who use strategies and activities chosen to match the child's needs.
- Are reviewed regularly to see whether the child has made progress or needs further support.

The aim of targeted intervention is to give children the right support at the right time so they can make progress without necessarily needing a Play Plan or higher-level support.

Support may be delivered by the child's key person or SENCOs and supported by the wider staff team.

4. Review – Plans are reviewed regularly (at least termly) with parents and adjustments are made as necessary. This cycle continues to build a clear picture of the child's progress and informs any further actions. At this stage, we are able to determine whether a child would benefit from a play plan or other such interventions.

Provision and Support

- We will tailor our activities to meet the diverse needs of children with SEND, ensuring that they are able to participate alongside their peers.
- Our staff will receive appropriate training to support children with SEND and will be made aware of any specific strategies or interventions required.
- We will provide differentiated resources and support where necessary, such as visual aids, sensory equipment, or quiet spaces.

- We will regularly review the effectiveness of any support provided and make adjustments as needed.

Partnership with Parents/Carers

- We believe that parents/carers are key partners in supporting children with SEND, and we encourage open and ongoing communication.
- We will regularly update parents/carers about their child's progress and any support that is being provided.
- Parents/carers will be involved in the development of any individual support plans or strategies.
- We will ensure that any information shared is treated with confidentiality and respect.

Inclusion and Equality

- We are committed to providing a setting where every child is included, respected, and valued. Please see our Equalities Policy for further details.
- We will ensure that all activities are accessible, offering modifications as needed to enable full participation.
- We will promote an inclusive culture where children with SEND are celebrated for their unique abilities and strengths.

Transition Support

- Children with SEND may struggle with the transition between home and pre school or vice versa. We will work with the parents to ensure a smooth transition.

- School Transition Support is supported by visiting receiving schools/settings, meeting with receiving SENCOs/teachers, holding transition planning meetings with parents and professionals

SEND Policy

Working with external partners

We work closely with: -

- Liverpool Local Authority SEND Services
- Speech and Language Therapy (SALT)
- Community Paediatrics
- Educational Psychologists
- CAMHS (if needed)

We follow the local authority's graduated response pathway and access Area SENCO support where required.

Inclusion and Celebrating Neurodiversity

We actively promote a positive view of neurodiversity by:

- Valuing different communication styles, behaviours, and learning profiles
- Ensuring our environment is accessible, calm, and inclusive
- Promoting a curriculum that reflects diversity and individual interests. We are committed to removing barriers and celebrating what makes each child unique.

Training and support

All staff are trained to identify and support children with SEND. Training is updated regularly and includes: inclusive teaching strategies and intervention approaches, The SENCOs also lead in-house training and reflection sessions as part of ongoing CPD.

Monitoring and Review

- This SEND policy will be reviewed annually to ensure it is effective and continues to meet the needs of all children.
- We will seek feedback from parents, staff, and other professionals to assess the impact of our SEND provision and identify areas for improvement.

SEND Policy

Conclusion

At Pavilion Pre School (Aigburth) CIO we are committed to providing a safe, inclusive, and enriching experience for all children. By recognising and supporting the individual needs of children with SEND, we aim to promote their confidence, participation, and success within our setting.

This policy was adopted in April 2025.

It will be reviewed annually or as required.

Last updated: 07.10.26

Signed by Chair of Trustees:

Signed by Operations Manager: