

Special Educational Needs and Disabilities (SEND) Policy

Pavilion Preschool

SENCOs: Emma Sweeney-Reid and Karen Nicholson

1. Aims and Ethos

At Pavilion Preschool, we are committed to creating an inclusive environment where all children can thrive, regardless of their individual needs or starting points. 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 respect, kindness, and inclusion. We believe in working collaboratively with parents, carers, and other professionals to ensure that children's needs are understood and appropriately supported.

2. Legislation and Guidance

Our SEND policy is written with regard to:

- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice (0 to 25 years) 2015
- Equality Act 2010
- Statutory Framework for the Early Years Foundation Stage (EYFS) 2024
- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education 2023

3. Definition of Special Educational Needs and Disabilities (SEND)

A child is considered to have SEND if they have a learning difficulty or disability that calls for special educational provision to be made. This includes:

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

4. Identification and Assessment of SEND

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.

5. Graduated Approach: Assess, Plan, Do, Review

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

1. Assess – We gather observations, data, and parent insights to understand the child's needs.
2. Plan – A Play plan is developed with achievable, measurable targets.
3. Do – Support is delivered by the child's key person, supported by the SENCOs and 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.

6. Our SEND Process

To ensure consistency and best outcomes, we follow this framework:

1. Early identification through observations and assessments
2. Discussion with SENCO and team
3. Initial meeting with parents/carers
4. Creation of Play plan with identified targets
5. Implementation of interventions and differentiation
6. Review with parents/carers and professionals (every term)
7. Decision on additional referrals (e.g. SALT, OT, Educational Psychology)

8. Consideration of an Education, Health, and Care Plan (EHCP) if progress remains limited

7. The Role of the SENCOs

Emma Sweeney-Reid and Karen Nicholson lead SEND provision at Pavilion Preschool. 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
- Attending TAC (Team Around the Child) meetings and supporting EHC needs assessments

8. Working with Parents and Families

We value and prioritise parent partnerships. We ensure:

- Parents are involved from the earliest stage
- Open and regular communication is maintained
- Parents are invited to review meetings and encouraged to share their perspectives
- We offer signposting to external agencies and support networks

9. School Transition Support

We support transitions by:

- Visiting receiving schools/settings
- Meeting with new SENCOs/teachers
- Holding transition planning meetings with parents and professionals

10. Training and Development

All staff are trained to identify and support children with SEND. Training is updated regularly and includes:

- Inclusive teaching strategies
- Intervention approaches

The SENCOs also lead in-house training and reflection sessions as part of ongoing CPD.

11. Involving the Child (Pupil Voice)

We actively seek to understand the child's views through:

- Observations and key worker reflections
- Child-led planning
- Play-based methods to capture interests and emotions
- Use of visuals, photos, and emotion cards

12. Local Authority and External Agencies

We work closely with:

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

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

13. 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.

14. Monitoring and Evaluation

Our SEND provision is reviewed annually through:

- Parent and staff feedback
- Review of support plans
- Staff supervision and SENCO meetings
- Quality audits of interventions and planning

15. Complaints Procedure

If a parent or carer is concerned about SEND provision:

1. Speak to the child's key person or SENCO
2. If unresolved, escalate to the preschool manager
3. Further concerns can be directed to the local authority SEND team

We aim to resolve concerns collaboratively and constructively.

Pavilion Preschool is 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 and will be reviewed annually or as required.

Last updated 23.04.2025

Signed by Chair of Trustees.....

Signed by Preschool Manager.....