

Innsworth Preschool Special Educational Needs and Disabilities (SEND) Policy Last Updated: 1st January 2026

1. Purpose and Scope

1.1 Overview: This policy sets out Innsworth Preschool's commitment to identifying, assessing, and providing high-quality, inclusive support for all children with Special Educational Needs and Disabilities (SEND) within the practical and operational capabilities of our setting.

1.2 Aim: Our aim is to ensure that every child, regardless of their needs, is supported to make strong progress, achieve their full potential, and participate fully in all aspects of preschool life, provided their needs can be reasonably and safely met within our established group-based provision.

2. Legal and Statutory Framework

2.1 Compliance: This policy is underpinned by and ensures full compliance with:

- The Statutory Framework for the Early Years Foundation Stage (EYFS).
- The Special Educational Needs and Disability (SEND) Code of Practice: 0-25 Years (2015).
- The Children Acts 1989 and 2004.
- The Equality Act 2010.
- Working Together to Safeguard Children.
- UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018.
- The Health and Safety at Work etc. Act 1974.

3. Core Principles for Inclusive Practice

3.1 Approach: Our comprehensive approach to SEND provision is guided by the following principles, which define both our commitment to inclusion and the practical legal boundaries of our offer.

3.2 Child-Centred Practice: We recognise and value every child as a unique individual. All support and interventions are tailored to their specific strengths, interests, and developmental needs.

3.3 Early Identification: We prioritise the earliest possible identification of emerging or changing needs to facilitate timely and effective support. We recognise that many children's needs are met effectively at 'SEN Support' level and do not require an Education, Health and Care Plan (EHCP).

3.4 Partnership and Disclosure: A successful placement relies on a partnership of honesty.

- **Parental Obligation:** We require full disclosure of any known needs, medical conditions, or developmental concerns at the point of application.
- **Emerging Needs:** We recognise some needs are emerging or undiagnosed; parents must share what they know and update us promptly so we can support the child.
- **Non-Disclosure:** If information is withheld or inaccurate, we may pause admission, require an urgent review meeting, and/or implement interim controls. Where non-disclosure creates a material safety risk or prevents us from meeting needs safely, we may withdraw or refuse the place based on documented risk and our inability to meet the child's needs.

3.5 Reasonable Adjustments: We proactively make reasonable adjustments to ensure equal access.

- **Assessment:** Reasonableness is assessed on a case-by-case basis, considering effectiveness, practicability, health and safety impacts, resources available, and the needs of other children.
- **Limits:** We are not required to make adjustments that would result in a disproportionate burden or that are not practicable given our resources and staffing structure.

3.6 Safety Override: Our primary duty is to ensure the health, safety, and welfare of all children and staff. Safety is the overriding consideration where risks cannot be reduced to an acceptable level through reasonable adjustments.

4. Admissions and The Limits of Provision

4.1 EHCP Applications: Families may apply directly to the setting.

- **Process:** Where an EHCP exists or is being sought, we will also engage with the Local Authority consultation process as required.
- **Condition:** Any offer remains subject to our ability to meet the child's needs safely and to have appropriate support and resources in place.

4.2 The "Group Provision" Rule: Innsworth Preschool is a mainstream, group-based setting.

- **1:1 Support:** Where safe participation would require continuous 1:1 support, we will explore options with parents and the Local Authority (e.g. inclusion funding, phased attendance, or targeted support).
- **Funding:** We cannot guarantee the provision of additional staffing beyond our standard model without agreed funding/support arrangements. If adequate support cannot be put in place without compromising safety/ratios or creating an unmanageable burden, we may be unable to offer or continue the place.

4.3 Assessment Phase (Trial Period): All places are subject to an initial assessment phase during the first 12 weeks.

- **Review:** Decisions regarding the viability of the placement will be based on documented risk assessments, professional observations, and support strategies attempted.
- **Termination:** If professional assessments conclude the child's needs cannot be safely met within our environment, the placement may be terminated. This decision is based on objective evidence of risk, such as impact on the ability to maintain safe supervision/ratios, significant injury risk, or repeated serious incidents.

4.4 Alternative Provision: If we determine that our setting cannot meet a child's needs, we will support the family in signposting to a more suitable specialist or alternative provision.

5. Safety in Specialist Areas (Farm School)

5.1 Risk Assessment: Access to specialist areas (Farm School) is subject to individual risk assessment.

- **Adjustments:** If a child's specific needs (e.g. severe mobility restrictions, lack of danger awareness) mean that accessing the Farm School would be unsafe for them or the animals, we reserve the right to restrict access to these zones. In this instance, an alternative experience will be offered.

6. Roles and Responsibilities

6.1 The SENCO: Coordinates all SEND provision and acts as the primary contact for external agencies.

6.2 The Key Person: Implements the daily support plan.

6.3 The Manager: Ensures statutory duties are met.

7. The Graduated Approach

7.1 Cycle: We employ the "Assess-Plan-Do-Review" cycle.

- **Assess:** Identifying needs through observation.
- **Plan:** Developing an Individual Support Plan (ISP).
- **Do:** Implementing the plan within daily routines.
- **Review:** ISPs are reviewed termly. Review frequency increases where needed (e.g. every 2–6 weeks for emerging or high-risk needs).

7.2 Escalation: If progress stalls despite our best endeavours, we will seek external specialist advice. If, after exhausting all support options, the child's needs still cannot be met safely, we reserve the right to review placement viability.

8. Managing Expectations

8.1 Scope: We are an independent mainstream early years setting, not a specialist therapeutic or medical facility.

- **Medical Needs:** Complex medical needs (e.g. tube feeding) are managed under our Illness & Medication Policy. This is subject to risk assessment, staff training, and the agreement of an Individual Healthcare Plan (IHCP) with clinical input.
- **Realistic Goals:** We cannot promise outcomes that may be developmentally unachievable (e.g. independent toileting) if a child has significant physical disabilities.
- **Balancing Risk:** We cannot prevent every bump or fall for a child with no danger awareness without restricting access, which we will not do unless safety is compromised.

9. Services and Adjustments

9.1 Distinction: Our setting offers optional services (such as our Meals and Enhancements packages) that may support some families. Separately, we will make reasonable adjustments regardless of the purchase of optional services.

- **Opting Out:** Where parents opt out of packages, they must follow the alternative safety requirements (as detailed in the Meals and Enhancements Policy) so we can manage risks effectively.
- **Dietary Needs:** Our kitchen operates robust allergen management controls which support children with dietary needs.
- **Skin Conditions:** Our specific consumables service uses products chosen to minimize reaction risks.

10. Working with External Agencies

10.1 Partnership: Where a child is not making expected progress, the SENCO will (with consent) seek advice from external agencies and signpost parents to the Local Authority's "Local Offer" (available online).

- **Safeguarding:** We usually seek parental consent to share information. However, where safeguarding requires information sharing, we may share without consent in line with our Safeguarding Policy.

11. Transitions

11.1 Support: We work closely with receiving schools to ensure smooth transitions for children with SEND, sharing information and arranging visits where appropriate.

12. Training

12.1 Skill Development: All staff receive regular training in supporting children with SEND. The SENCO identifies specific training needs (e.g. Makaton, Autism Awareness).

13. Data Management

13.1 Records: SEND records, including ISPs and risk assessments, are maintained accurately, dated, and stored securely in line with UK GDPR.

14. Managing Parental Demands

14.1 Partnership: We are committed to partnership with parents. Raising concerns in good faith will not affect a child's place. However, behaviour that is aggressive or undermines staff wellbeing will be managed under our Parent Code of Conduct.

14.2 Communication: We value constructive dialogue. Where correspondence is lengthy, unclear, or repetitive, we may require a face-to-face meeting or telephone discussion to confirm the issues, agree actions, and keep accurate records.

15. Monitoring and Review

15.1 Review: The effectiveness of our SEND provision is monitored by the SENCO and leadership team. This policy is reviewed annually.

