

HETTY PRESCHOOL

Special Educational Needs, Disability and Inclusion Policy

Our commitment

- Every child is known, valued and included.
- We identify needs early, listen to children and families, and remove barriers to learning and well-being.
- We have high expectations for every child and provide an ambitious, accessible EYFS curriculum.

1. Statement of intent

HETTY Preschool provides an inclusive, welcoming and nurturing environment in which every child is supported to participate, belong and achieve. We recognise that children develop at different rates and that a child may experience barriers to learning or well-being at any time. We respond promptly, respectfully and in partnership with the child, their parents or carers and relevant professionals.

This policy applies to preschool provision. Its principles also guide our breakfast, after-school and holiday care, while recognising that the EYFS learning and development requirements do not apply to wraparound and holiday provision for children who normally attend reception or older classes during the school day.

2. Purpose and aims

- Identify children's emerging or changing needs quickly and accurately;
- Provide high-quality universal practice and targeted support through the graduated approach;
- Remove or reduce barriers to learning, participation, relationships and well-being;
- Make reasonable adjustments so disabled children are not placed at a substantial disadvantage;
- Listen to children and enable parents and carers to participate fully in decisions;
- Work effectively with Hoole CE Primary School, the local authority, health, social care and other professionals;
- Support successful transitions into, within and beyond HETTY;
- Use evidence to evaluate the difference support makes; and
- Promote equality, dignity, independence, confidence and ambitious outcomes for every child.

3. Legal and statutory framework

This policy has been reviewed with regard to the legislation and government guidance in force in England at the date of approval, including:

- Children and Families Act 2014, Part 3;
- Special Educational Needs and Disability Regulations 2014 (as amended);
- SEND Code of Practice: 0 to 25 years (January 2015, GOV.UK page updated September 2024);
- Equality Act 2010, including the duty to make reasonable adjustments and prevent unlawful discrimination;
- Early Years Foundation Stage statutory framework for group and school-based providers, effective 1 September 2026;
- Childcare Act 2006 and associated early years regulations;
- Children Acts 1989 and 2004 and Working Together to Safeguard Children 2023;

- UK General Data Protection Regulation and Data Protection Act 2018; and
- Ofsted Early Years Inspection Toolkit and inspection information for use from September 2026.

If legislation or statutory guidance changes, HETTY will apply the current requirement and update this policy as soon as reasonably practicable.

4. Definitions

Special educational needs (SEN)

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. For a child under compulsory school age, this includes where they are likely to have significantly greater difficulty in learning than most others of the same age, or where a disability prevents or hinders them from making use of facilities generally provided for children of the same age.

Disability

Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. A child may be disabled, have SEN, or both. A diagnosis is not required before support or reasonable adjustments are considered.

Four broad areas of need

The SEND Code of Practice describes four broad areas: communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs. These areas guide planning but do not label or limit the child. HETTY considers the whole child, their strengths, interests, experiences, environment and any co-occurring needs.

5. Roles and responsibilities

The Governing Body / Trustees

- Provide strategic oversight, appropriate challenge and sufficient resources for inclusive practice;
- Ensure leaders fulfil statutory duties and monitor the impact of SEND provision;
- Approve and review this policy and ensure that the setting's Local Offer information is current.

The Manager

- Has overall responsibility for implementing this policy and maintaining a culture of high expectations and inclusion;
- Ensures staffing, deployment, training, supervision and resources support children's identified needs;
- Works with the SENCO, DSL and governors to evaluate provision, funding and outcomes.

The SENCO

- Coordinates the setting's approach to SEN and supports early identification and assessment;
- Advises and coaches practitioners on the graduated approach, inclusive teaching and reasonable adjustments;
- Works closely with parents, key persons, the Manager, DSL, Hoole CE Primary School SENCO, the local authority and external professionals;
- Maintains oversight of support plans, referrals, funding applications, EHC processes and transitions;
- Monitors children's participation, progress and well-being and evaluates the impact of provision;
- Keeps professional knowledge current and supports relevant staff development.

All practitioners

Every practitioner is responsible for the progress, care and inclusion of children they teach or support. Practitioners implement agreed strategies consistently, observe and record relevant information, communicate with families, seek support promptly and protect confidentiality. The key person remains central to understanding the child and coordinating day-to-day support with the SENCO.

6. Admissions, equality and reasonable adjustments

HETTY operates an inclusive admissions approach. A child will not be treated less favourably because of SEN, disability or another protected characteristic. We discuss needs with families before admission wherever possible, plan a supported start and seek specialist advice when needed. Admission decisions will not be delayed solely because a child is awaiting assessment or diagnosis.

We anticipate common barriers and make reasonable adjustments to policies, routines, communication, teaching, resources and the physical environment. Where a proposed adjustment presents a substantial difficulty, leaders will explore safe alternatives with the family and relevant professionals rather than assuming that inclusion is not possible.

7. Identification and early response

HETTY does not wait for a diagnosis before responding. Information may come from parents or carers, the child, the key person, progress reviews, WellComm screening, observation, health information, previous settings or external professionals.

Practitioners consider development over time and whether factors such as English as an additional language (EAL), attendance, recent change, trauma, health, hearing or vision may affect presentation. EAL alone is not SEN.

Where progress or well-being causes concern, the key person and SENCO will gather information, discuss this sensitively with parents or carers, agree immediate adjustments and decide whether SEN support is required. If there is a safeguarding concern, HETTY follows its safeguarding procedures without delay; parental consent is not required to share information where necessary to protect a child from harm.

8. The graduated approach: Assess, Plan, Do, Review

- 1. Assess:** We build a clear picture of the child's strengths, interests, needs, development, communication, participation and well-being. We include the child's views in an age- and stage-appropriate way and draw on parent knowledge, observations, screening and professional advice.
- 2. Plan:** The SENCO, key person and parents or carers agree outcomes, adjustments, strategies, responsible adults, resources and a review date. Plans are specific, accessible and focused on removing barriers and improving the child's everyday experience.
- 3. Do:** The key person coordinates day-to-day implementation, supported by the SENCO. All relevant staff understand and use agreed strategies consistently. Support is embedded through play, routines, relationships and an ambitious curriculum, with targeted activity where this is appropriate.
- 4. Review:** We review the quality, consistency and impact of provision with the family and, where appropriate, the child and professionals. We consider what has changed, what is working, what remains a barrier and what should happen next. The cycle is refined and repeated as necessary.

Reviews will take place at least termly for children receiving SEN support and more frequently when needs are changing, a transition is approaching or a plan specifies a shorter interval. Records will show the provision made and the difference it has made.

9. Provision and an inclusive curriculum

- A knowledgeable key person and secure, responsive relationships;

- Clear routines, visual supports, signing and communication-friendly environments;
 - WellComm screening and Elklan-informed language support where appropriate;
 - Adapted teaching, resources, group size, positioning, pace and sensory environment;
 - Support for regulation, emotional well-being, independence, physical access and self-care;
 - Opportunities to learn through purposeful play alongside peers, without unnecessary withdrawal;
 - Specialist programmes or advice delivered accurately and reviewed for impact; and
 - High expectations and access to the full breadth of the EYFS curriculum.
- Support is additional to or different from usual provision where required, but remains part of the child's everyday experience. Intervention will never replace warm relationships, responsive interaction, play or participation in the wider life of the setting.

10. Working with children and families

Parents and carers are equal partners. HETTY will communicate respectfully, avoid unexplained professional language, share information in an accessible form and give families time to express their views, wishes and concerns. Consent will normally be obtained before referrals to health or education services, unless there is a safeguarding or other lawful reason to share information without consent.

Children's views will be sought through observation, communication, preferences, play, behaviour and direct conversation as appropriate. Their communication method, sensory needs and level of understanding will be respected. Children will be helped to understand and participate in changes affecting them.

11. Partnership with other professionals

With appropriate consent, HETTY will seek and implement advice from relevant services, which may include the local authority Early Years SEND team or Area SENCO, speech and language therapy, health visiting, paediatrics, physiotherapy, occupational therapy, educational psychology, sensory services, social care and voluntary organisations. We share clear evidence and participate in multi-agency planning and reviews.

Where a child may require support beyond the setting's ordinarily available provision, HETTY will support the family and local authority processes for additional funding or an Education, Health and Care (EHC) needs assessment. HETTY will contribute requested advice within relevant timescales and implement provision specified in an EHC plan that applies to the setting.

12. Funding and resources

Leaders use available staffing, delegated resources, Disability Access Fund, Early Years Pupil Premium and local inclusion funding transparently and for their intended purpose. Decisions are based on assessed need and planned outcomes, not solely on diagnosis. The SENCO and Manager monitor whether funded provision is delivered and whether it reduces barriers. Parents are kept informed about relevant applications and reviews.

13. Transitions and continuity

Transitions are planned early and in partnership with the child, family and receiving provider. HETTY may arrange additional visits, visual information, transition objects, staff discussions, joint meetings and phased arrangements. Relevant records and successful strategies are transferred securely and promptly with consent or another lawful basis. For transition to Hoole CE Primary School, HETTY works closely with

school leaders and the school SENCO while remaining clear about each organisation's responsibilities.

14. Safeguarding, intimate care and medical needs

Children with SEND may be more vulnerable to abuse, neglect, bullying, exclusion or having communication misunderstood. Staff must maintain professional curiosity, recognise changes from a child's usual presentation and follow HETTY's safeguarding and whistleblowing procedures. A child's behaviour must not be automatically attributed to SEND.

Intimate care and medical support are provided with dignity, privacy and sensitivity under the relevant HETTY policies and individual plans. Reasonable adjustments are made so children can participate safely. Risk assessment supports inclusion and will not be used to impose unnecessary restrictions.

15. Records, confidentiality and information sharing

SEND records are accurate, factual, proportionate, securely stored and accessible only to authorised people. They may include observations, parent and child views, support plans, review records, professional advice, referrals, funding evidence and transition information. Information is processed under HETTY's privacy notices and data-protection policy. Records are retained and transferred in line with legal, safeguarding and organisational requirements.

16. Training, supervision and quality assurance

Leaders identify training needs through supervision, review of children's needs, practice observation, professional advice and changes to guidance. Induction ensures that staff understand this policy, the graduated approach, reasonable adjustments, safeguarding vulnerabilities and how to access SENCO support. Leaders check that agreed strategies are understood and implemented consistently, not simply that training has been attended.

17. Monitoring impact

The SENCO, Manager and Governing Body / Trustees will evaluate:

- How promptly and accurately needs and barriers are identified;
- Whether agreed provision and reasonable adjustments are implemented consistently;
- Children's progress from their starting points across learning, communication, relationships, independence and well-being;
- Attendance, participation, belonging and successful transitions;
- The views and experiences of children, parents, staff and professionals;
- The use and impact of additional funding and resources;
- Staff knowledge, confidence and training needs; and
- Patterns affecting particular children or groups and any action required.

Monitoring is used to improve practice, not to create unnecessary workload. The policy is reviewed annually and sooner where legislation, statutory guidance, local procedures or the needs of the setting change.

18. Complaints and support for families

Concerns should be raised as early as possible with the child's key person, SENCO or Manager so that they can be addressed promptly. Formal complaints are handled under HETTY's Complaints Procedure. Raising a concern will not adversely affect a child's place or support. Families may also seek impartial information and advice through Cheshire West and Chester SEND Information, Advice and Support Service and the Local Offer.

19. Key local and national information

- **Cheshire West and Chester Local Offer:**
<https://www.livewell.cheshirewestandchester.gov.uk>
- **Cheshire West and Chester EHC Hub:** <https://ehchub.cheshirewestandchester.gov.uk>
- **SEND Code of Practice: 0 to 25 years:**
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- **EYFS statutory framework:** <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>
- **Ofsted early years inspection toolkit:**
<https://www.gov.uk/government/publications/early-years-inspection-toolkit-operating-guide-and-information>
- **Equality Act guidance:** <https://www.gov.uk/guidance/equality-act-2010-guidance>

We are committed to reviewing our policy and procedure annually or immediately in the event of changes to law, guidance or good practice.

This policy was adopted on	Signed on behalf of the nursery	Date reviewed
20/04/23	Denise Bowes	20/04/2024 25/04/2025 16/06/26 15/07/26 24/08/2026 v.2