

Safeguarding and Welfare Requirement: Equal Opportunities

Supporting children with special educational needs

Policy statement

We are committed to providing an inclusive, nurturing and enabling environment where all children, including those with special educational needs and disabilities (SEND), are valued, supported and able to achieve their full potential.

We recognise that early identification and timely intervention can have a significant impact on outcomes for children with SEND. We follow the statutory requirements of the Early Years Foundation Stage (EYFS 2024) and the Special Educational Needs and Disability Code of Practice (2015), and we work in partnership with parents, carers and external agencies within the London Borough of Bromley to ensure high-quality, equitable provision.

We believe every child has the right to:

- be fully included in all aspects of our setting
- access a broad and balanced curriculum that meets their individual needs
- enjoy high-quality interactions that support their development
- have their voice heard in ways meaningful to them
- thrive socially, emotionally and academically

Procedures

SEND Leadership

We designate a qualified and trained Special Educational Needs Co-ordinator (SENCO) who oversees day-to-day SEND provision.

Our SENCO is: *Heather Wratten*.

- The SENCO works closely with the Manager, DSL, key persons and external professionals.
- The SENCO maintains up-to-date training in line with Bromley Local Authority expectations and national SEND guidance.
- All staff share responsibility for identifying and supporting children with SEND.

Inclusive Admissions and Equal Access

We:

- welcome all children regardless of need, disability or background
- do not discriminate in admissions
- make reasonable adjustments to ensure full participation
- gather information from parents and professionals before the child starts to plan appropriate support

Early Identification of Needs

We identify needs as early as possible by:

- closely observing children's development in all areas
- using developmental checkpoints aligned to the EYFS 2024

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- discussing concerns promptly with parents
- utilising staff expertise, professional curiosity and reflective practice
- recording observations and outcomes systematically
- Where additional needs are suspected, the SENCO guides staff through the graduated approach.

The Graduated Approach (Assess - Plan - Do - Review)

We follow the statutory graduated approach for SEND support.

Assess

- We gather information from observations, assessments, staff discussions, parents and external professionals.
- We consider the child's communication, social interaction, behaviour, learning, physical needs and emotional well-being.

Plan

- The SENCO, key person and parents jointly agree targeted strategies and outcomes.
- A SEND Support Plan (or Individual Support Plan) is created where appropriate.
- Parents are fully involved, and their knowledge is valued.
- Where appropriate, the child's views are captured through play-based or visual methods.

Do

- The key person leads on implementing strategies, with staff providing consistent support.
- Evidence-based, inclusive practices are used to support progress.
- Adjustments may include environmental changes, visual supports, routines, modelling language, specialist resources or targeted interventions.

Review

- Reviews are carried out at least **each term**, or more frequently if required.
- We adapt support based on evidence and progress.
- Outcomes are shared openly with parents and recorded.

Working in Partnership with Parents

- We recognise parents as experts on their child. We:
- actively involve parents at every stage
- share updates openly, honestly and respectfully
- provide information on the Bromley Local Offer, IAS Service (Information, Advice and Support), Early Help services and other support
- signpost families to relevant agencies where needed
- provide written records of plans, reviews and meetings

Listening to the Child's Voice

- Where appropriate and developmentally suitable, we:

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- observe children's preferences, interests and communication styles
- use visuals, play-based feedback or one-page profile tools
- ensure children are respected, included and heard

Working with External Agencies

- We work collaboratively with:
- Bromley Early Years Inclusion Team
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- Educational Psychologists
- Health Visitors and Paediatric Services
- Early Help and Social Care
- Portage
- Other specialist services relevant to the child
- We seek advice and guidance to improve outcomes and implement recommended strategies within the setting.

Referrals for Additional Support

- Where the child may require further assessment, we follow Bromley's procedures for:
- Early Help or Common Assessment / Early Help Assessment (EHA)
- Targeted Early Years Inclusion Support
- Requesting an Education, Health and Care (EHC) Needs Assessment
- Multi-agency meetings (e.g., Team Around the Child - TAC)
- Parents are involved at every step.

Staff Training and Capacity Building

We:

- ensure staff receive regular SEND, inclusion, behaviour and communication training
- provide bespoke training related to specific children's needs where necessary
- maintain an inclusive culture through modelling, coaching and supervision

Curriculum, Environment and Resources

We:

- provide a differentiated, play-based curriculum that removes barriers to learning
- use visual supports, sensory tools and environmental adjustments
- ensure activities are accessible, engaging and meaningful
- make use of specialist resources where appropriate
- support children through transitions, including into school, with individual transition plans

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Monitoring, Evaluation and Quality Assurance

- To ensure the effectiveness of SEND provision, we:
- monitor SEND plans and interventions termly
- hold regular SENCO reviews and staff discussions
- gather parent feedback
- incorporate external agency recommendations
- reflect on progress through supervision and team meetings
- review the policy and practice annually or earlier if required
- act upon Ofsted feedback and Bromley Local Authority guidance

Safeguarding and SEND

- We recognise that children with SEND may be more vulnerable to harm. We ensure:
- close monitoring of well-being
- strengthened communication with parents
- staff awareness of safeguarding risks related to SEND
- adherence to our Safeguarding and Child Protection Policy
- Concerns are reported immediately to the Designated Safeguarding Lead.

Complaints

- Parents are encouraged to discuss concerns with the SENCO or Manager in the first instance. We follow our Complaints Procedure if a formal complaint is made. Parents may also seek external support through the Bromley SENDIAS service.

Legal and Statutory Framework

- Early Years Foundation Stage (EYFS 2024)
- Children and Families Act 2014
- SEND Code of Practice (2015)
- Equality Act 2010 & Public Sector Equality Duty
- Working Together to Safeguard Children (2023 update)
- Counter-Terrorism and Security Act 2015 (Prevent Duty)
- Bromley Local Safeguarding Children Partnership Procedures

Further Local and National Guidance

- Bromley Local Offer
- Bromley Early Years Inclusion Team Guidance
- DfE: High-Quality Teaching for SEND
- SEND Code of Practice for the Early Years (PSLA)
- Guide to the Equality Act and Good Practice