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 statutory framework for group and school-based providers (effective 1 September 2026) 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.

September 2026 statutory and local update

This policy reflects the EYFS statutory framework for group and school-based providers in force from 1 September 2026, the SEND Code of Practice: 0 to 25 years, the Children and Families Act 2014, the Equality Act 2010, Working Together to Safeguard Children 2026 and current Bromley SEND arrangements.

We use a graduated approach to identify and meet need early. A child does not need a diagnosis before reasonable adjustments, SEND support or referral for specialist advice can begin.

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

Safeguarding and Welfare Requirement: Equal Opportunities

- make reasonable adjustments to ensure full participation
- • We anticipate and remove barriers wherever reasonably possible, including barriers relating to communication, sensory needs, physical access, routines, behaviour and participation. We do not charge parents for reasonable adjustments required under the Equality Act 2010.
- 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 and assessment expectations aligned to the current EYFS framework
- 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.
- • Concerns about development are considered in context and are not attributed automatically to SEND. We consider health, communication, home language, attendance, safeguarding, emotional wellbeing and environmental factors, seeking specialist advice where appropriate.
- • The statutory progress check between ages 2 and 3 is used as an important opportunity to identify strengths and any areas where progress is less than expected, agree actions with parents and consider referral or additional support where needed.

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.

Safeguarding and Welfare Requirement: Equal Opportunities

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.
- • Where a child has an Education, Health and Care (EHC) plan, we work with parents, the local authority and relevant professionals to deliver the provision specified for the setting and contribute to reviews and transitions as required.

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 current information on the Bromley SEND Local Offer, Bromley SENDIASS and relevant early years, health and family support services
- 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:
- 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 and other current Bromley targeted/specialist early years SEND services
- 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

Safeguarding and Welfare Requirement: Equal Opportunities

- 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:
- • Family Help / early help and multi-agency support through current Bromley pathways, where appropriate
- • referral to Bromley Early Years Inclusion Team using the current provider referral route, with parents/carers informed and consent obtained where required
- 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.
- • Where appropriate, the SENCO will consider current Bromley inclusion funding or other support routes and will explain to parents that funding decisions do not replace the setting's duties to make reasonable adjustments and provide SEND support.

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
- • With parental involvement, we share relevant SEND information securely and in good time with the receiving setting or school so that support and reasonable adjustments can be planned before transition.

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

Safeguarding and Welfare Requirement: Equal Opportunities

- 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:
- Children with SEND may face additional barriers to recognising or communicating abuse and their behaviour or communication may be misinterpreted as part of their SEND. Staff must maintain professional curiosity and must not allow a diagnosis, disability or communication difference to mask a safeguarding concern.
- Working Together to Safeguard Children 2026 reinforces inclusive, anti-discriminatory safeguarding practice. Any safeguarding concern is acted on promptly under the Child Protection Policy and current BSCP/London procedures; SEND support must never delay safeguarding action.
- 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 statutory framework for group and school-based providers (effective 1 September 2026)
- Children and Families Act 2014
- SEND Code of Practice (2015)
- Equality Act 2010 & Public Sector Equality Duty
- Working Together to Safeguard Children (2026)
- Counter-Terrorism and Security Act 2015 (Prevent Duty)
- Bromley Safeguarding Children Partnership (BSCP) and current London Child Protection Procedures

Further Local and National Guidance

- Bromley SEND Local Offer (current online service)
- Bromley Early Years Inclusion Team referral guidance (current provider route)

Safeguarding and Welfare Requirement: Equal Opportunities

• Bromley SEND Strategic Vision and Priorities 2025–2026 and SEND Outcomes Framework 2026
• Working Together to Safeguard Children 2026

- 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