# SEND Code of Practice

At Little Cherubs we are aware that children may need additional help due to Special educational needs or a specific disability. If we feel that a child in our care may need an assessment, they we will follow the principles outlined in the SEND Code of Practice.

Under the provisions of the Children and Families Act 2014, the designations of Early Years Action and Early Years Action Plus have been replaced by SEN support, a graduated approach to supporting children with SEN or disabilities.

**Principles underlying the Code**

The principles that are observed by all our staff working with children here at Little Cherubs Kindergarten who have SEN or Disabilities are: -

- Taking into account the view of our children and their families
- Enabling children and their parents to participate in decision-making
- Collaborating with partners in education and health and social care to provide support
- Identify the needs of children
- Making high quality provision to meet their needs
- Focus on inclusive practices and removing barriers to learning

**Arrangements for support**

To the best of our ability we ensure that we have arrangements in place to support children with SEN or disabilities. These arrangements include a clear approach to identifying and responding to SEN. We recognise that identifying need at the earliest point and then making effective provision, improves long-term outcomes for children.

**Identifying SEN**

When a child appears to be behind expected levels, or where a child's progress gives cause for concern, practitioners will consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs.

Where there are concerns, we will carry out an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is though housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Common Assessment Framework (CAF).

EAL children- all aspects of the child's learning and development should be examined carefully to assess whether any delay is related to learning English as an additional language or if it arises from SEN or disability.

**SEN Support**

If a child is identified as having SEN, we will work in partnership with parents to establish the support needed. The provision will be matched to the child's identified SEN.

We will adopt a graduated approach with 4 stages of action:-

1) **Assess**
   Assessment is the first point of call where we make observations on the child and get information from the parent to see where they are and to discuss the concerns we might have. We then continue to use assessment to look at progress of the child and for the SENCO to decide if further action is required.

2) **Plan**
   We will then discuss with the parents the best way to move forward, we explain all the options to them and what one we this will be best. Usually we start off with in the setting interventions and may get in contact with a member of the Early years improvement team (EYCIT) to get additional information and support. In some cases we will then produce an Individual outcome Plan (IOP).

   With permission from the parents we may also get in touch with Redbridge referral services (SENCO, Pre-school Liaison Group (PSLG), Speech and Language Therapist, etc.)

   Should any related staff development needs be identified, these will be addressed.

3) **Do**
   The Key person will continue to remain responsible for working with the child on a daily basis and ensure observations are made (if applicable in line with the IOP). Our SENCO will support the key person in assessing the child's response to the action taken as well as advising on the effective implementation of support. We meet with parent's regularly and discuss programme and discuss next steps. When an IOP is in place we meet every 6 weeks to review this and create a new plan.

4) **Review**
   Any impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the key person and the SENCO working with the child's parents. Any changes to the outcomes and support for the child in light of the child's progress and development will be agreed. Parents will have clear information about the impact of the support provided and be involved in planning next steps.

There are several levels of support we can offer children at Little Cherubs due to the Early Years Arrangement Document.

The SEND Early years Core Offer outlines the support available to each child with SEN and what support they are entitled to receive.

The core offer is available to all children, and is used when a concerns are raised in regards to a child's development, when doing so the key person alongside the SENCO will complete a baseline assessment, observe and then plan individually to meet the needs of the child, this is done through targeted observations on the area of needs before sharing with the child's parent.

An IOP may be put in place in order to implement strategies and interventions but this is reviewed on a regular basis. If this level of support is not working the child will then be given a targeted offer which will often include referrals to other professionals as well as a SEYP notification and Early Support plan, everything is done with consent from parents, the setting will set up frequent meetings to review the child's progress and to discuss the possibility of funding for the setting to provide extra support for the child to further support them in meeting their targets, this is also reviewed on a regular basis.

If the setting feels that the child is not progressing as well as they could, they may suggest that the child be given an enhanced offer which is for children with the highest level of needs, this will include an EHC assessment to ensure that the child will receive relevant support even when no longer at the setting.

When a child has a recognised condition or ongoing medical needs, relevant information is sought from parents and carers on admission and kept in the child's confidential folder. Confidential reports and records of progress and reviews are securely stored. The setting follows the relevant guidelines for data protection and confidentiality.

**Transition**

Should the child be moving to another setting or school, information will be shared as agreed with parents as part of the planning process.

# SEND Policy

At Little Cherubs Kindergarten, we aim to ensure positive attitudes to diversity and difference. We also aim to help all children become confident learners. As a setting we offer a wide range of activities to encourage development and learning through play.

Lindy Davis is the manager of Little Cherubs Kindergarten and is therefore the sole person responsible for SEND within the setting. At Little Cherubs we have a Lead SENCO (Aliya Mamoona) and Abbie Wilson is the Deputy SENCo who are available to carry out the roles and responsibilities in Lindys absence. It is the Lead SENCO and the Managers responsibility to ensure that we follow the current legislations.

Legislation include: -

- Children and families Act (2014)
- SEND code of practice 0-25 years (2014) (updated 2015)
- Equality act (2010)
- SENDA (2001)

Both Lindy and the SENCO are responsible for implementing the current legislation. However, it is the SENCO who is to ensure the day-to-day running of SEN procedures.

Little Cherubs SENCO will attend further relevant training as it becomes available and is relevant to her in her SENCO role.

The SENCO's Roles and Responsibilities are: -

- Meet with parents and carers
- Arrange and attended meetings with professionals
- Support and advise other members of staff
- Carry out assessments on children with SEN and ensure planning is meeting their needs
- Ensure SEND records are up to date and correct
- To refer children on to specialist and complete paper work
- To deal with concerns of other members of staff or parents

In line with guidance from the EYFS and in line with the SEND Code of Conduct we will endeavour to:-

- Be alert to the early signs of needs that could lead to later difficulties and respond quickly and appropriately, involving other agencies as necessary with parent's permission
- Encourage children to recognise their own unique qualities and the characteristics they share with other children
- Maintain records suitable for sharing with colleagues in an inter-agency team while acting as a point of contact for a child and their family
- Follow the Redbridge and Barking and Dagenham Early years referral procedures

There are several levels of support we can offer children at the setting due to the Redbridge Local Offer. The SEND Early years Core Offer outlines the support available to each child with SEN and what support they are entitled to receive.

The core offer is available to all children, and is used when a concern is raised in regards to a child's development, when doing so the key person alongside the SENCO will complete a baseline assessment and observe and then plan individually to meet the needs of the child, this is done through targeted observations on the area of needs before sharing with the child's parent.

Updated:- October 2026

An Individual Outcome Plan may be put in place in order to implement strategies and interventions but this is reviewed on a regular basis. If this level of support is not working the child will then be given a targeted offer which will often include referrals to other professionals as well as a SEYP notification and Early Support plan, everything is done with consent from parents, the setting will set up frequent meetings to review the child's progress and to discuss the possibility of funding for the setting to provide extra support for the child to further support them in meeting their targets, this is also reviewed on a regular basis.

If the setting feels that the child is not progressing as well as they could, they may suggest that the child be given an enhanced offer which is for children with the highest level of needs, this will include an EHC (Educational Health Care Plan) assessment to ensure that the child will receive relevant support even when no longer at the setting.

When a child has a recognised condition or ongoing medical needs, relevant information is sought from parents and carers on admission and kept in the child's confidential folder. Confidential reports and records of progress and reviews are securely stored. The setting follows the relevant guidelines for data protection and confidentiality.

Although we have ramp access , we do not have wheelchair access into the setting, this is due to the door frames being too small to fit a wheel chair through.