



Harvard Park Policies and Procedures:

SEND / Inclusion policy – Supporting Children with Special Educational Needs and Disabilities

15. SEND/ inclusion Policy - Supporting children with Special Education Needs and Disabilities

Special educational needs and disability (SEND) – Children and Families Act 2014

The children and families Act 2014 has placed a requirement on local authorities to publish information on services and provision across education, health, social care and transport for child and young people (aged 0-25 years) with special and educational needs. This is called the Local offer - <https://www.hounslow.gov.uk/send-local-offer> . The purpose of this is to make it possible for parents, carers and young people to find services, in their area, that are available for children or young people with SEND and how they can access them. This process extends to early years settings like Harvard Park and the information below forms our setting's offer and demonstrates how we provide for children with special educational needs and disabilities.

We provide information on our areas of experience and training in Special Educational Needs and Disability (SEND provisions) on the Hounslow Family Services Directory withing the Hounslow SEND Local offer.

Our Named Person/s for SENCO are:

Harvard Park Day Nursery (Feltham)	Harvard Park Pre-school (Isleworth)
Carol Mayell supported in this role by Elvia Acosta.	Victoria Close supported in this role by Jeanna Smith

Our SENCO's at our settings have all completed relevant training and regularly maintain their knowledge with refresher courses which outline issues relating to inclusion and SEND. They will all work together to implement and agree on the SEND/ inclusion policy. SENCO's will liaise with other professionals and agencies to ensure appropriate records are kept, updating them with any changes or developments.

Our SENCO'S:

- Work closely with our setting manager and other colleagues and has responsibility for the day-to day operation of our SEND policy.
- Co-ordinates provision for children with special educational needs within our settings
- Offers support for parents/carers
- Supports staff development
- Liaises with other professionals/agencies
- Ensures appropriate records are kept.
- Assists staff in making observations and assessments

- Works in partnership with the London Borough of Hounslow Early Years Education Team to develop inclusive practice with our settings.
- Seeks advice and practical support from the early years education team.

Policy Statement

We provide an environment in which all children, including those with special education needs and disabilities, are supported to reach their full potential. We know and understand the importance of early intervention and are committed to the early identification of children with special educational needs and disabilities following the procedures which are further outlined in this policy. We work closely with our Early Years Education Team to ensure that we are reaching our full potential in helping children in our care. We ensure that the provision for children with special education needs and disabilities is the responsibility of all members of the setting.

- o We have regard for the DfE (Department of Education), DoH (Department of Health) and Special Educational Needs and Disabilities Code of Practice 0-25 years.
- o We make sure our provision is inclusive to all children in our care. We provide an environment in which all children, including those with special education needs and disabilities (SEND) are supported to reach their full potential.
- o We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- o We provide early years educators to help support parents/carers and children with special educational needs and disabilities. Where needed, we will source an inclusion support worker to help support both children and parents/carers.
- o We provide a broad, balanced and differentiated curriculum for all children with special educational needs and disabilities.
- o We comply by the Statutory Framework for Early Years Foundation Stage (EYFS) and understand that all children have the right to fully access Early Years Education through the EYFS.
- o We identify the specific needs of children with SEN/disabilities and meet those needs through a range of SEN strategies, committing to the early identification of children with special education needs and disabilities.
- o All children have a right to expect to learn in a caring and considerate environment where staff and the children are all valued for their contributions.
- o We work in partnership with and support parents/carers and other agencies in meeting individual children's needs and comply with the Equality Act (2010).
- o We are committed to working with parents and/or carers who are fully involved in all decisions that affect their child's education.
- o We follow the London Borough of Hounslow arrangements by requesting involvement from our Early Years Education Team at an early stage for advice and support.

- Outside professionals are not contacted without parental permission and we ensure that our inclusive admissions practice ensures equality of access and opportunity.

Procedures

Inclusion arrangements: We ensure that the provision for children with SEND is the responsibility of all members of the setting.

Admissions:

- Our admission form contains questions specifically aimed at special educational needs and disabilities so that additional support or needs are identified as soon as possible.
- We ensure that our inclusive admissions practice embraces equality of access and opportunity.
- We encourage parents and/or carers of children with particular needs to approach our SENCO for more information and discuss how their child's needs can be met.
- For those children with more complex needs (medical and/ or physical) a risk assessment and/or care plan, additional training for staff, and the purchasing of specialist equipment maybe required before the child can start at the setting. (This can be read alongside our Administering medication and where applicable, children with allergies policies).

Access for adults and children with disabilities: We ensure that our physical environment is suitable for both children and adults with disabilities, as far as possible. Reasonable adjustments/adaptations will be made, where appropriate, in accordance with the requirements of the Equality Act 2010.

Curriculum, Resources and Learning environment: We provide a differentiated, broad and balanced curriculum for all children with SEN/disabilities to meet their individual needs and abilities. We provide resources (human and financial) to implement our Special Education Needs and Disabilities policy. Activities are planned and resources adapted and varied to meet a range of needs.

Monitoring the policy: We provide resources (human and financial) to implement our SEND and Inclusion Policy. Nicki Saunders and Tracey Milstead, the setting managers and SENCO for both settings, are responsible for monitoring and reviewing the policy and if necessary, adjust.

We aim to review our policy annually and we ensure the effectiveness of our educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agency reviews, inspections and complaints. This information is collated, evaluated and reviewed annually.

Confidentiality: *(To be read alongside with our Information Sharing and Record Keeping policy and our Privacy Notice).*

- We will respect parents/carers rights to confidentiality when supporting children with special educational needs and disabilities
- We will always discuss any possible referrals to other services with parents/carers to seek their agreement before we make such referrals.
- All meetings with parents/carers other than normal parents/carers to staff contact will take place in private.
- All our staff will need to be aware of any targets agreed for a child as they are likely to be involved in supporting that child. However, all staff are also aware that their knowledge of these targets privilege information which should not be shared with anyone without the permission for either the setting manager, SENCO or parent/carers.

Identification and Assessment

- We use the Birth to 5 Matter non statutory curriculum guidance for the Early Years Foundation Stage to support initial identification of SEND: <https://birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf> .
- We use a range of assessment tools to support the early identification of SEND.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated approach, considering their levels of ability.
- We have systems in place for supporting children based on a continuous cycle of 'assess, plan, do and review', which is applied in increasing detail and frequency to ensure that children progress.
- We use a system for keeping record of the 'assess, plan, do, review' for children with education needs. These are often referred to as 'Target Plans' and will be numerically ordered during the cycle.
- We ensure that all staff are aware of the SEND policy and the procedures for identifying, assessing and making provision for children with special education needs.
- We undertake a progress check at the age of 2 which supplies parents/carers with a short summary of their child's development and is an opportunity to discuss any areas of concern in development.

Parent Partnership

- We work closely with parents/carers of children with SEN/disabilities to create and maintain a positive partnership.
- We ensure that parents/carers are informed and included in all stages of the assessment, planning, providing and review of their children's education.
- We work in partnership with parents/carers and other agencies in meeting individual children's needs.
- We consult with parents/carers at every level of intervention.
- We discuss with parents/carers how they can support their children's progress at home.

- We will explain the procedures to parents/carers to develop a close working relationship.
- We provide parents/carers with information on The Local Offer. The Local Offer is a guide to services available for children and young people aged 0 -25 years and their families with Special Educational Need and Disabilities (SEND). We support parents/carers in finding this information through a poster displayed on our SEND Information board at both settings and supporting parents/carers with the webpage if needed. We also have our SEND statement on our Family Services Directory (FSD) page.

SEND support

- We use a system of planning, implementing, monitoring, evaluating and reviewing Target Plans (TP) for children with SEN/disabilities and track their progress and priorities.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEN/disabilities including a SEN register.
- We can access additional funding such as Disability Access Fund (DAF) and SEND Inclusion Funding to support a child while they are with Harvard Park. This funding allows us to support the child where they need it most.

Hounslow Arrangements

We seek advice from our Early Years Education Team to discuss whether referral is appropriate. we access support from the London borough of Hounslow early years education team through:

- Training calendar
- Hounslow SENCO training
- Attending termly provider forums
- General advice and support.

Staffing and training

- We provide in-service training for early years educators and volunteers.
- We raise awareness of any specialism the setting has to offer, e.g., Makaton trained staff, Bucket time, Identiplay, Intensive Interaction, colourful semantics etc.)
- We attend training provide by the London Borough of Hounslow to support the development of our SEND provision.

Links with support services and other agencies: *(can be read alongside Working with outside agencies policy)*

- We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g., Target Plans, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.

- We work with and alongside the advice from outside agencies and professionals such as Speech and Language (SLT), Occupational Therapy (OT), Child development Clinic (CDC), The Early Years Education Team, local children's centres, Health Visitors, advisors for visual and/or hearing impairments and Physiotherapy (PT).
- We also have knowledge of local services such as Family Information services and The Hounslow Local Offer.

We display all information relating to Information, Advice and Support Services (SEND IASS) on our SEND Information boards located at both settings.

Independent Parental Special Education Advice www.ipsea.org.uk/ .

Family SEN Advice Service: **0208 8571 6381**

This is for parents and/or guardians to access impartial advice, ways in which we access support and how we and parents/carers can find this information. This is linked to the Hounslow Local Offer which is noted in the Parents and Partnership section of this policy.

- We are working in partnership with parents/carers and other agencies in meeting individual children's needs.
- We liaise with other professionals involved with children with special educational need and their families, including in connection with transfer arrangements to other settings and schools
- We can signpost parents/carers to other professionals that may be able to help such as health visitors, SLT's, children's centres and others.

Additional Funding Stream – SEN Inclusion funding

- A delegated inclusion budget for SEND is provided by Hounslow Local Authority.
- Notional funding is provided to support ordinarily available provision and to promote inclusive practice.
- requests for SEN Inclusion funding are made by the early years provider.
- Information on SEN Inclusion funding can be found on the Hounslow SEND Local offer: <https://www.hounslow.gov.uk/send-local-offer>

Additional Funding Stream – Disability Access fund

- The Disability Access Fund (DAF) is financial support in early years settings for 3- to 4-year-olds with special educational needs or disabilities.
- It is now available to children of 3 and 4 years. Of age who are in receipt of child Disability Living Allowance (DLA) and the universal free early education entitlement.
- If the child uses more than 1 early years provider, the parent/carer must choose which provider gets the funding.
- If the child moves setting in the same financial year, the fund will stay with the designated early years providers, and the child will not be eligible for new payment until the next financial year.
- Information on DAF can be found on the Hounslow SEND Local Offer.

For each eligible child, parents/carers will need to:

- Fill out a DAF Parent Declaration form provided by the Early Years Provider
- Share a copy of the Disability living Allowance (DLA) letter.
- The early years provider will then notify the Local authority of the child's eligibility.

Complaint's procedure

We provide a complaints procedure - If we cannot meet the child's needs, we will have a discussion with the parents/carers and request support from outside agencies (NO outside professionals will be contacted without parent's permission). You can speak to any member of the team and with those who you feel comfortable doing so. This should be your child's key-worker, SENCO or setting manager.

The graduated response as outlined in the SEND Code of Practice 0-25 years (2014)

At Harvard Park we use the graduate response approach when identifying, assessing and responding to children's special educational needs and disabilities. We use a continuous cycle of assess, plan, do and review which is detailed and used frequently to monitor a child's progress. We undertake 2-year-old progress checks which supplies parents/carers a short summary of their child's development.

Assess

- Key persons use their initial and continuous observations/assessments, information from external resources and/or parental concern to support early identification.
- We check each child's progress and monitor any child who seems to be having difficulties in any area of learning including problems with behaviour, producing cohort information of the prime areas of development.
- We use a range of additional assessment tools to contribute to early identification.
- We then use on-going observational assessments linked to the Birth to 5 Matters to support early identification of needs. We record each child's progress and share it with parents and carers on a regular basis through discussions and on our EyLog system.
- The early years educator / key person is to work with the SENCO and a child's parents/carers to bring together all the information and analyse the child's needs.
- If a child needs something additional to or different from our usual early years curriculum, we discuss this with the parent or carer (and if possible, with the child) and together prepare an individual target plan (TP) which shows clear targets for the child. We review this plan regularly with the parent and carers.
- If a child is still having difficulties and their needs are not being met within the setting, we will request further support and advice from the local authorities support professionals i.e. Early Years Education Team Intervention Team.

Plan

- We use targeted plans to agree targets, interventions and support for a child identified with special education needs with a child-centred focus and outcomes underpinning and informing the content of the plan.
- The SENCO will liaise with external professionals, child's parents/carers and child, if appropriate, to arrange a meeting within the setting to discuss next step with the keyperson. They will discuss desired outcomes, interventions and support that will be put in place, expected impact on progress / development or behaviour and date which suits all for a review.
- The above will put together a Target Plan (TP) which will outline clear targets for both keyperson and parents/carers to work towards.
- Inclusion funding may be granted by Hounslow Local Authority for a child identifies with SEND. Inclusion funding would be used to provide an additional adult known as an Inclusion Support Worker and resources to support the child. Where necessary, these will often become keyperson as well.

Do

- Keyperson/Inclusion worker will be responsible for working on child's Targeted plans and working with them on a sessional basis. They are also responsible for providing all forms of evidence such as learning journals and target monitoring sheets.
- Our SENCO will support the carrying out of the Targeted Plans and advise on its effectiveness. They will also assist in implementing targets set but other outside agencies such as Speech and Language.

Review

- The SENCO will organise and review meetings with external professionals with parents/carers/keyperson and/or inclusion support worker to monitor progress.
- Parents/Carers will be provided with clear information about the impact of the support that has been given and will be involved in planning the next steps.
- Parents/carers are encouraged to be involved in every meeting that is held and we like them to provide their insight to the planning and assessments.

Requesting an EHC plan needs assessment

- If a child is not making expected progress, we will discuss requesting an EHC needs assessment in consultation with the parents/carers and outside professionals.
- The Local Authority (LA) considers the need for an EHC needs assessment via an EHC Panel, and if appropriate a multi-disciplinary assessment will be made.
- Where the Local Authority decides to carry out an EHC needs assessment it will seek information from us about the child's needs.

- Education, Health and Care plans will be reviewed at least every 3 – 6 months to make sure provision continues to be appropriate.

EHCP (Educational Health Care Plan)

EHC Plans will be reviewed at least every three to six months to ensure that provision continues to be appropriate.

Transition Procedure

As part of good practice and as stated in the SEND Code of Practice 0-25 years (January 2025: Paragraph 5.47, page 88):

'SEN support should include the planning and preparing for transition before a child moves into another setting or school. This can also include a review of the SEN support being provided or the EHC plan. To support the transition, information should be shared by the current setting with the receiving setting or school. The current setting should agree with the parents/carers for the information to be shared as part of the planning process.'

Transition policy within a setting from room to room (day nursery only):

- Transitions from room to room usually occur when a child is of chronological age or, in some cases, when age and stage appropriate.
- Discussions are had with parents/carers, SENCO and setting manager before the transition process is started so we are all in agreement that this is best for the child at this moment in time.
- SENCO, and where applicable, child's keyworker will have a meeting with the child's key-worker in the next room to discuss progress, targeted plans and outline what the outcome of this transition meeting will be.
- Parents/Carers will be introduced to the child's new key-worker and have a meeting to discuss any concerns a parent may have with the transition and how we can support the family. In some cases, this may be longer transitioning visits to help support the child in their understanding of change in routine.
- Once the child is settled and is happy to enter their new room, the transition process will be complete.

(This can be read alongside our Transition policy)

Transition Policy to nursery / reception / new setting

- Supporting the transition of a child with additional needs from the current placement to a new placement is an important part of the work of the setting SENCO.
- A Successful transition for a child with additional needs means that they can be appropriately supported immediately upon starting at their new setting/school and will enable them to continue learning as effectively as possible.

- A transition profile will be completed and sent to the next placement along with any relevant documentation.
- Agreement to share information with the next placement is discussed and obtained with parents/carers. We discuss with parents/carers the reasons for sharing information, what will be shared, how and with whom.
- We hold a transition meeting at the setting in the term before the transition takes place and invite parents/carers and the next placement.
- We liaise with the child's next placement and invite them to visit our setting to familiarise themselves with and observe the child and to share information in partnership with the parents/carers.
- In partnership with parents/carers and next placement, we share relevant information such as the child's areas of need, strengths, EYFS Birth to 5 matters information in the prime areas of learning and development. We also share the stage of SEN Support, assessment information (within the setting as well as from relevant outside agencies), targeted plans including strategies and interventions and information on additional funding.
- Relevant paperwork is sent to the next placement.

A Helpful Environment: - access for disabled adults and children

- **Day Nursery:** - We have a disabled toilet; there are no stairs or steps within the premises at all and there is under floor heating.
- **Pre-School:** - There are no stairs or steps within the premises at all. There is a disabled toilet accessible in Smallberry Green School.
- We are more than happy to rearrange the setting's set up to accommodate the needs of the child/staff with SEN/disabilities in accordance with the Disability Discrimination Act (2010).

A Helpful Environment: - Building positive relationships

- We will provide a quiet area or room if personal matters need to be discussed. All meetings will be, except daily feedback with keyperson, will be held in a private room.
- We will provide parents/carers with information on sources of independent advice and support such as <http://www.foundationyears.org.uk/> for a toolkit explaining and outlining stages of SEND in early years.
- We abide by the United Kingdom Data Protection Act (2018) to ensure all records and relevant information is kept safe and confidential and we are registered with ICO.
- We will always discuss any possible referrals to other services with parents/carers to seek their consent before any other steps are taken.

Extracts taken from

- Policies for Early Years Settings Pre School Alliance

Further guidance:

- Special Educational Needs & Disability (SEND) Code of Practice 0 – 25 years (DfE & DoH 2015)
- Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)
- Equality Act (2010)
- Early Years Foundation Stage Statutory Framework (DfE 2025)
- Working Together to Safeguard Children (DfE 2023)

Other useful Pre-school Learning Alliance publications:

- SEND Code of Practice for the Early Years (2015)
- The Role of the Early Years Special Educational Needs Co-ordinator (SENCO) (2022)

This Policies and Procedures pack was adjusted by Harvard Park.

Date meeting was held on 30/04/2026

Signed on behalf of the Directors and Proprietors

Nicki Saunders and Tracey Milstead