

# Huntington Kinder Class Special Educational Needs and Disabilities (SEND) & Inclusion Policy

## Purpose

To ensure that all children, regardless of their individual needs or disabilities, are supported to achieve their full potential. This policy sets out how Huntington Kinder Class Ltd identifies, assesses, and supports children with SEND, in line with the **EYFS Statutory Framework (2024)**, the **SEND Code of Practice (2015, updated)**, the **Equality Act (2010)**, and the **Children and Families Act (2014)**. It also reflects **City of York Council's "My Success Plan"** and the local area's *Top 7 SEND Outcomes*.

## Policy Statement

- We are committed to early identification of SEND and to providing high-quality inclusive practice.
- Every child is entitled to an education that enables them to:
  - Achieve the best possible outcomes.
  - Become confident individuals living fulfilling lives.
  - Make a successful transition to school and later life.
- We work in partnership with parents/carers and external professionals to ensure children's needs are fully met.
- Children's views are actively sought and respected in decisions that affect them.
- We celebrate diversity and ensure no child is discriminated against on the grounds of disability, learning difficulty, or additional needs.

## Procedures

### Identification and Assessment

- All children are observed and assessed regularly as part of the EYFS framework.
- Where a child is not making expected progress, staff follow the **graduated approach** (*Assess – Plan – Do – Review*).
- Concerns are discussed promptly with parents/carers and, with consent, may be shared with external professionals.
- Where a child has English as an Additional Language (EAL), careful consideration is given to ensure delays are not solely due to language acquisition.

### Support Plans

- **My Agreed Outcomes (MAO):** Initial stage for identifying needs and targets within the setting.
- **My Success Plan (MSP):** For children needing multi-agency support, developed with parents/carers and professionals, ensuring the child has full access to the curriculum.

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- **Education, Health & Care Plan (EHCP):** If, after purposeful action, a child does not make expected progress, we may work with York Council to request an EHC needs assessment.

## **The Role of the SENCO**

- Our named SENCO is **Miss Stanford**, who:
  - Ensures the SEND policy is implemented consistently.
  - Coordinates provision for children with SEND.
  - Maintains up-to-date SEND records and ensures staff understand children's needs.
  - Liaises with parents/carers, external agencies, and the Local Authority.
  - Advises and supports colleagues, ensuring access to relevant training.
  - Monitors and reviews interventions and support strategies.

## **Inclusion in Practice**

- All children have access to a broad and balanced EYFS curriculum.
- We adapt teaching methods and resources to meet individual needs.
- Staff support children in small groups and 1:1 where appropriate.
- Children with SEND are encouraged to participate fully in all activities, indoors and outdoors.
- We ensure reasonable adjustments are made to the environment, including accessibility for wheelchair users.

## **York Council "Top 7 SEND Outcomes"**

We work towards the outcomes identified by York families and professionals, ensuring that all children with SEND are supported to:

1. Be healthy
2. Be safe
3. Have a choice and be heard
4. Achieve their goals
5. Be included
6. Overcome challenges and difficulties with support
7. Become independent

## **Working with Parents and Professionals**

- Parents/carers are central to the process and are consulted at all stages.
- We maintain open, honest, and supportive communication.

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- We work collaboratively with health visitors, speech and language therapists, educational psychologists, and York's SEN team.

## **Transition**

- For children moving to another setting or school, we prepare a clear SEND transition plan.
- We share relevant information with the receiving school/setting, ensuring continuity of support.

## **Monitoring and Review**

- This policy will be reviewed annually, or sooner if legislation or local authority guidance changes.
- Miss Stanford (SENCO) and the Owner Mrs Atkinson are responsible for ensuring practice remains in line with statutory requirements.

## **Review**

Reviewed: **July 2025**

Next Review Due: **July 2026**

Approved by: **Mrs Atkinson**



**Huntington Kinder Class**

*Pre School*