



St Bede's Childcare Ltd

Special Educational Needs and Disabilities (SEND) Policy – Wigan LA

EYFS Legal Requirement:

Early years providers must have arrangements in place to support children with Special Educational Needs and Disabilities (SEND) and must have regard to the SEND Code of Practice (0–25 years, 2015). (EYFS 2024, 3.61)

Policy Statement

St Bede's Childcare is committed to providing an inclusive environment where all children are supported to reach their full potential. We recognise that children with SEND may require additional support and we work closely with families and Wigan Local Authority services to ensure needs are met effectively.

We work in line with:

- SEND Code of Practice (0–25 years, 2015)
- Wigan Local Authority SEND procedures
- Equality Act 2010 (including reasonable adjustments)

SENDCo (Special Educational Needs Coordinator)

The setting has a designated **SENDCo** who:

- Has appropriate training and up-to-date knowledge
- Leads on SEND identification and support
- Supports and advises staff
- Works closely with parents/carers
- Liaises with Wigan Early Learning and Childcare Inclusion Team
- Ensures accurate records and effective monitoring

Aims

We aim to:

- Identify SEND **as early as possible**
- Provide targeted support through high-quality teaching and interventions
- Ensure all children are fully included
- Work in partnership with parents/carers and professionals
- Follow Wigan LA procedures for support and referral



Identifying SEND

We identify SEND through:

- Ongoing observations and assessments
- Progress checks and developmental monitoring
- Information from parents/carers
- Input from professionals

We recognise the four areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

We ensure children with **English as an Additional Language (EAL)** are not incorrectly identified as having SEND and seek support from EMTAS where appropriate.

The Graduated Approach

We follow the **Assess, Plan, Do, Review** cycle:

Assess

- Gather information from observations, assessments, and parents
- Use tools such as the **Early Years Support Tool**

Plan

- Develop a **SEND Support Plan** with clear, measurable targets
- Agree strategies with parents/carers

Do

- Implement support through the key person and staff team
- Embed **Ordinarily Available Inclusive Practice (OAIP)**

Review

- Monitor progress regularly (typically every 6–12 weeks)
- Adjust support based on outcomes

Wigan Local Authority Procedures

We work in line with Wigan LA by:

- Using the **Graduated Approach Toolkit**



- Embedding **OAIP and Early Support strategies**
- Referring to the **Early Learning and Childcare Inclusion Team** when appropriate
- Providing evidence of support over time when making referrals

Referrals may be made where:

- A child shows significant delay (e.g. around 18 months or more)
- Interventions have not resulted in expected progress
- Multi-agency support is required

Early Help and Multi-Agency Working

- An **Early Help Assessment** may be initiated where appropriate
- We work with external professionals including:
 - Speech and language therapists
 - Health visitors
 - Educational psychologists
 - Inclusion team specialists

Parental consent will always be obtained before referrals.

Funding and EHCP

Where necessary:

- Applications for **Special Educational Needs Inclusion Funding (SENIF)** will be made
- Requests for an **Education, Health and Care Needs Assessment (EHCNA)** may be submitted
- Evidence of the graduated approach will support applications

Supporting Children with SEND

We will:

- Provide inclusive, adapted activities
- Make **reasonable adjustments** to meet individual needs
- Support children's emotional wellbeing
- Ensure access to all areas of learning and development

Safeguarding



Children with SEND may be more vulnerable. We will:

- Treat all concerns as **safeguarding concerns**
- Report concerns immediately to the **Designated Safeguarding Lead (DSL)**
- Follow safeguarding and child protection procedures

Working with Parents/Carers

We will:

- Involve parents at every stage
- Share progress and plans regularly
- Support families in accessing services
- Work in partnership to achieve the best outcomes

Transition

We support transitions by:

- Sharing information with receiving settings/schools
- Working with parents and professionals
- Arranging additional visits where required
- Supporting SEND transition planning with school SENDCos

Confidentiality

- Records are stored securely and confidentially
- Information is shared only with consent, unless safeguarding concerns apply

Monitoring and Review

- The SENDCo and Manager will monitor SEND provision
- The impact of interventions will be regularly reviewed
- This policy will be reviewed annually or sooner if required