



Special Educational Needs and Disability (SEND) Policy

Ethos of our setting:

The PlayDen aims to provide a happy, stimulating and safe environment for all our children. All individuals' abilities are recognised and we hope that the children in our care learn from first hand experiences, exploration, practice and discovery through play.

A range of resources and activities are provided and where possible equipment to develop and meet individual needs of children.

We work in partnership with parents/carers and other agencies, where appropriate, to support individual children's learning. We aim to provide effective support to meet every child's needs.

We want all children to feel welcome and supported, we believe in adapting our practice to meet the needs of each child rather than just making children fit in with what we do. Parents/carers need to know that this is a happy and secure environment, and the children are part of a happy caring group.

Definition of child with Special Educational Needs and Disability (SEND):

A child has special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

A child has a learning difficulty if they:

Have a significantly greater difficulty in learning than the majority of children of the same age.

Or

Have a disability, which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Or

Are under five and falls within either of the two definitions above or would do so if special educational provision was not made for the child.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught.

Special educational provision means:

For a child of two years or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools, in the area.

For a child under two, educational provision of any kind.

(Education Act 1996, Section 312)

Aims:

- To have a named Special Educational Needs Coordinator (SENCO)/Inclusion Coordinator (INCO).
- To liaise closely with parents and seek advice on the sorts of things their children like to do, as well as listen to their priorities in regard to their child's care.
- To offer where possible a taster session to support transition and settling in.
- To achieve progress by using the child's strengths and interests as our starting point.
- To provide a secure and stimulating environment.
- To involve them alongside their peers.
- To ensure all children, including those with SEND are entitled to a broad range of activities and purposeful play opportunities.
- To foster and build self-esteem and confidence.
- To develop social skills.
- To promote opportunity for independence.
- To have due regard to the SEN Code of Practice 2015.



- To have due regard to the Equality Act 2010, Disability Discrimination Act 1998 (DDA), Children and Families Act 2014 and the UNRC 1989.

Objectives:

- To ensure the entitlement of all children to accessible play.
- To monitor, record and evaluate all children's progress.
- To identify, assess and review individual needs within the SEN Code of Practice.
- To have a commitment to develop excellent partnerships with parents/carers and share responsibility for meeting their children's needs with them.
- To foster good links and communication with other agencies.
- To provide support and additional resources where possible for children with a My Support Plan or an Education Health and Care Plan (EHCP).
- To ensure the SEND policy is known, agreed and implemented by all staff.
- To ensure staff development regarding SEND.

Beliefs and attitudes regarding equal opportunities.

The PlayDen is committed to taking positive and proactive steps to ensure that we provide a safe and caring environment, free from prejudice and discrimination, for everyone in our community, making sure every child has the right to develop and grow, play and learn in our society.

Our setting has a designated Inclusion Coordinator.

The name of our Special Educational Needs Coordinator (SENCO) and Inclusion Coordinator (INCO) is: Gill Moss (Deputy Manager).

The Inclusion Coordinator (INCO) will:

- Along with the child's parents/carers and keyperson collect information about the child.
- Seek additional information from the schools, other settings and relevant support agencies e.g. support teachers.
- Arrange with parents a taster session where appropriate for the child to support with settling in and transition.
- Coordinate the care of the child alongside the child's keyperson.
- Support the child's keyperson to implement the child's My Support Plan/EHCP if relevant.
- Keep parents fully informed of their child's needs and share information.
- Keep a record of all known relevant information, observations and if possible assessments about the child.
- Attend training to keep up to date with changes in local practices and legislation.
- Work closely with Outside Agencies

Staff qualifications and experience with SEND.

Inclusion Co-ordinator Training – Gill Moss
Understanding Autism – Gill Moss, Aidan Glew
An introduction to Supporting Children with Send
SEND Code of Practice- Gill Moss
Autism and ADHD in girls- Gill Moss
Project Launch for the York Neurodiversity Project- Gill Moss
Disability and Equality Training Level One- Gill Moss, Aidan Glew
Basic Makaton- Gill Moss, Jeanette Whittaker
Early Years Senco training Level 3
An introduction to the Autism Spectrum- Aidan Glew
Dyspraxia Awareness- Jeanette Whittaker
Equality, Diversity, Inclusion and belonging E-Learning- Sharon Blake



Admission arrangements.

Where we have facilities to provide effectively for a child with SEND applications will be treated no less favourably than applications for other children.

Arrangements for including children with SEND into our setting.

Where possible we will make reasonable adjustments to include children with SEND. This may include:

- Physical changes within our setting for e.g. movement of furniture or position of activities.
- Where possible offer differentiated play equipment and play activities, specialist resources, sensory equipment etc.
- Communication systems e.g. communication aids, Makaton, sign language etc.
- Inclusive play experiences both inside and outside adapted to accommodate the needs of the children.
- Staffing where possible will be deployed at a ratio level that will ensure all children with SEND can access the environment and play opportunities that we offer.

Arrangements for partnerships with parents/carers:

Parents/carers of all children should feel they are treated as partners who can:

- Play an active and valued role in their children's education and development
- Have knowledge of what rights they can expect for their child
- Have access to information or any related decision-making process about special educational provision, including transition to other settings

Links with other providers:

We ensure to continue to work in partnership and build links with:

- Schools
- Settings and childminders
- Shared Foundation Partnerships
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This helps to facilitate smooth transitions between all settings.

Complaints procedure:

Please see in policies and procedures file for our complaints procedure

This policy was adopted at a meeting of	The PlayDen
Held in:	April 2026
To be reviewed in:	April 2027
Signed on behalf of the setting:	
Name of Signatory:	
Role of Signatory:	Manager Deputy Manager

