



Special Educational Needs & Disabilities (SEND) Policy

Setting Name: Golden Acorns

Date: April 2026

1. Statement of Intent

We are committed to providing an inclusive environment in which all children, including those with special educational needs and disabilities (SEND), are supported to reach their full potential. We recognise that every child is unique and may require different levels of support to access learning, participate in activities and develop socially and emotionally.

We aim to identify and respond to children's individual needs early, remove barriers to participation and work in partnership with parents and professionals to ensure children receive appropriate support. We promote positive attitudes towards difference and ensure children with SEND are included in all aspects of the setting.

2. Legal Framework

This policy is based on statutory guidance and legislation including:

- Early Years Foundation Stage (EYFS) Statutory Framework
- Special Educational Needs and Disability (SEND) Code of Practice
- Children and Families Act 2014
- Equality Act 2010

The setting complies with all requirements regarding identification and support for children with SEND.

3. Definition of SEND



A child has special educational needs if they have a learning difficulty or disability that requires special educational provision to be made. This may include difficulties with communication, learning, behaviour, social interaction or physical needs.

Children with disabilities are also included within the definition of SEND where adjustments or support are required to enable participation.

4. Roles and Responsibilities

The setting has a named Special Educational Needs Coordinator (SENCO) who is responsible for coordinating SEND support and ensuring inclusive practice.

The SENCO will:

- support staff in identifying children's needs
- coordinate support strategies
- liaise with parents and professionals
- monitor progress
- maintain SEND records
- ensure inclusive practice

All staff share responsibility for supporting children with SEND and implementing agreed strategies.

5. Identification of SEND

Children's development is monitored through observation, assessment and ongoing interaction. Where a child's progress causes concern, staff will discuss this with parents and consider whether additional support is needed.

Early identification allows timely support and prevents difficulties from becoming more significant. Concerns may relate to communication, social interaction, behaviour, learning or physical development.



6. Assess–Plan–Do–Review Cycle

Support for children with SEND follows the graduated approach of Assess, Plan, Do, Review.

Assess: Staff and SENCO identify needs through observation and discussion with parents.

Plan: Support strategies and outcomes are agreed with parents.

Do: Strategies are implemented by staff within daily practice.

Review: Progress is reviewed and support adjusted as needed.

This cycle ensures support remains appropriate and responsive.

7. Inclusive Practice and Support

Children with SEND are supported to access all areas of the setting and participate in activities and routines. Adjustments may include adapting activities, resources or environment, providing additional support or using targeted strategies.

Staff work to ensure children feel included, valued and supported within peer interactions and learning experiences.

8. Partnership with Parents

We work in partnership with parents to identify needs and plan support. Parents are involved in discussions, decision-making and reviews of their child's progress.

Information is shared regularly so support remains consistent between home and the setting.

9. Working with Other Professionals

Where appropriate, the setting works with external professionals such as speech and language therapists, health visitors or early years advisors to support children's development.



Referrals are discussed with parents and made with consent where required.

10. Transition

Transitions within the setting or to school are carefully planned for children with SEND. Information is shared with receiving settings to support continuity and ensure children's needs continue to be met.

11. Equality and Inclusion

Children with SEND are treated with respect and supported to participate fully. The setting ensures reasonable adjustments are made and barriers to participation are reduced in line with equality legislation.

12. Monitoring and Review

SEND practice is monitored through observation, planning review and progress tracking. This policy is reviewed annually or sooner if legislation or practice changes.