Equality of Opportunity

Supporting Children with Special Educational Needs and Disabilities

At Incey Winceys Day Nursery and Preschool we provide an environment in which all children, including those with special educational needs, are supported in order that they may reach their full potential.

- We have regard for the 'DfES SEND Code of Practice' (2014)
- We comply with current legislation including 'The Equality Act 2010' and the Children and Families Act 2014
- We ensure our provision is inclusive to all children with special educational needs and/or disabilities (SEND).
- We support parents and children with SEND.
- We identify the specific needs of children with SEND and meet those needs through a range of SEND strategies.
- We work in partnership with parents and other agencies in meeting each individual child's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments in line with legislation and changes to our provision.

Within the setting there is a Designated Special Educational Needs Co-Ordinator (SENDCo).

Lead SENDCo: **HANNAH INCE**

The SENDCo is trained regularly in appropriate aspects of supporting special educational needs and attends a termly SENDCo forum through the Redbridge SEND support team. The Redbridge SENDCo for the West Locality of Redbridge (which includes Incey Winceys) is **Nahima Begum.** Nahima visits the nursery and gives the SENDCo advice and support.

How SEND support works at Incey Winceys:

New children starting must have a completed contract form that requests details of special needs already identified and outside agencies involved in supporting the child. As part of the settling-in procedure, the initial meeting between the key person, child, and family (and if appropriate the SENDCo) includes discussions about the child's development and any concerns the

parent(s) may have. We recognise that the parent will know the child best, but as most children behave differently in different environments, as such working closely is imperative for the child.

Each child in our setting has individual next steps that feed into the planning which is wholly inclusive, and activities are adapted as necessary to ensure that all children are provided with the opportunities to explore and learn. We teach all children to be inclusive and promote the use of Makaton and visual aids daily. We are also keen to learn new ways to support each child and are happy to attend training on new techniques if needed.

Using observation and summative assessments (reports) children with additional needs will be identified by the key person and reported to the SENDCo. Reports are shared with parent(s) along with ideas for things to do at home, what the child's next steps are, and their feedback is taken. The SENDCo will then meet with the parent(s) to discuss the concerns and a plan for support.

Once identified, we use **Individual Outcomes Plans (I.O.Ps**) for each child with special educational needs and/or disabilities to set clear and concise outcomes and we hold regular review meetings to monitor progress. This is shared with parent(s) and their input is included in all meetings. This stage of support is known as the "core offer" and means the child's needs can be met within the setting with reasonable adjustments being made.

Further Support:

With parental consent, we combine the IOP into an **Early Support Plan (ESP)** for children with SEND, particularly when they are nearing the transition to school as it collates all the information the school will need to make the transition as smooth and successful as possible. The ESP is a working document and is updated when needed and reviewed termly and ensures consistent approaches to learning and behaviour strategies across the staff team.

The next level of support is the "Targeted offer" and can involve making a referral to outside agencies, including the Child Development Centre, and/or sending a notification to the **SEND Early Years Panel (SEYP)** who decide which professionals can best support the child's learning and development. At this stage, SEND Early Years Inclusion Funding, may be awarded to the setting to

fund the support, available at two levels- targeted or advanced depending on need. This is assessed on a case-by-case basis and discussed at panel.

The **Pre School Home Visiting Service** provides support to parents and families from home and most often work with children under 3 years old.

We liaise regularly with outside agencies (including Speech and Language Therapists, Occupational Therapists and Physiotherapists) who provide direct support to the children in our provision and train the staff to provide additional support as necessary. If required, we can make a referral to any of these services using the single point of access form. Professionals work in a variety of ways, sometimes completing home visits or visiting the child at nursery. We ask for all advice to be shared with the nursery to allow us to work in collaboration for the best outcomes of the child.

Children with the highest level of needs are supported through the "Enhanced offer" and they will often be the children who need an **Education Health Care Plan (EHCP).** The setting can liaise with outside agencies and the local authority to produce this document with consent and input from the family. More information can be found at: https://www.gov.uk/children-with-special-educational-needs/extra-SEND-help

More details of our provision, as well as a huge directory of support networks are available on https://find.redbridge.gov.uk/kb5/redbridge/fsd/localoffer.page?localofferchannel=0.

Redbridge Information, Advice and Support Service (RIASS) provides free, impartial advice to children and families with SEND.

At Incey Winceys we welcome questions from parents on all aspects of development, and the role of the SENDCo is highlighted during the signing up process and throughout their time at nursery. Using a child-centred approach we can support each child fully. As such the SENDCo may also advise taking your child to see the GP for health issues, e.g., to arrange a hearing test or allergy test. Every child will receive a 2-year check report between the age of 2-3 years old, and this is to be kept in the child's red book and used in conjunction with their 2-year health check.

Transitioning to School

Children with SEND often need a longer and more thoroughly planned transition to school. To support this, the SENDCos visit the child's home and meet with parents to update the Early Support Plan. The home visit collates everything home and nursery are doing that successfully supports the child and strengthens the partnership between parents and carers which has the best outcome for the child.

Safeguarding Children with SEND

First and foremost a child with a disability is a child. Every child has a right to be safe and protected from harm. Child protection practices should address the additional actions to be taken for disabled children to access this common human right and it is recognised by Incey Winceys that unfortunately, children with SEND are more likely to suffer abuse than children without SEND.

Children with disabilities will find it easier to communicate given appropriate resources, support, and the presence of someone who knows them well. Where a child is unable to tell someone of the abuse, they may convey anxiety or distress in some way, e.g., behaviour changes or increase in symptoms. Staff will familiarise themselves with the child's method of communication. This is one reason it is imperative all support plans are kept up to date to allow any changes in the child's communication, anxiety, wellbeing, or behaviour to be recognised.

More information can be found in the Safeguarding Policy.

Disability Living Allowance (DLA)

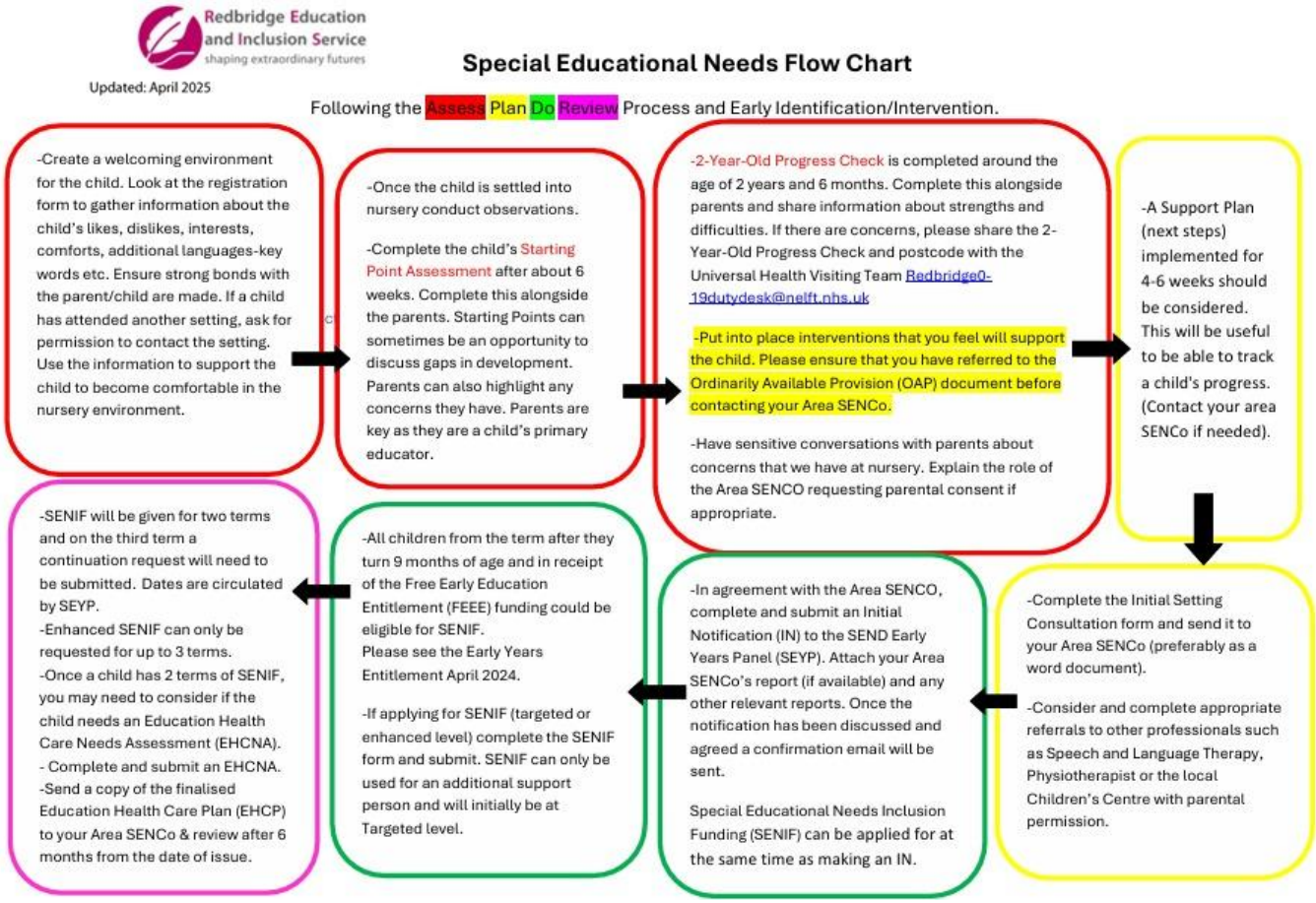
You can apply for DLA if your child has additional needs, they do not need a diagnosis as the eligibility is based on how your child's day to day life is affected. You can access the form online at https://www.gov.uk/government/publications/disability-living-allowance-for-children-claim-form and if you need any help filling it in, please ask.

Confidentiality

At Incey Winceys we work closely with parents and require their consent to seek advice from outside agencies. This consent can be withdrawn at any time. We comply with the General Data Protection Regulation (GDPR) and recognise that some of the information shared will be of a sensitive nature. This

information is only disclosed to those who need to know, and we protect every child as such.

If you have any questions or concerns, please contact us, we are happy to help.



Revised on 9th October 2026