

Laugh and Learn Pre-School

Special Educational Needs and Disability Policy (including Equal Opportunities, Parents in Partnership and Promoting British Values and Send Information Report)

General Welfare Requirements in accordance with the EYFS

Providers must work in partnership with parents/carers to promote the learning and development of all children in their care, and to ensure they are ready for school. Providers must promote equality of opportunity for children in their care, including support for children with special educational needs or disabilities.

Policy Statement

At Laugh and Learn Pre-School we strongly believe that all children are entitled to have access to a broad and balanced curriculum reflecting the broad range of skills, knowledge and attitudes children need as foundations for good future progress and differentiated to their individual needs. In this respect we have regard to the Special Educational Needs and Disability Code of Practice (2015) and endeavour to provide an environment in which all children, including those with special education needs and disability (SEN), are confident, relaxed, happy and supported in achieving their full potential. We recognise children as individuals and aim to give each opportunity to develop at their own rate and in their own learning style. We also endeavour to support and work in positive partnership with parents and take the views and joint ('wished for') outcomes of the child, their parents' and other professional agencies into consideration when meeting individual children's needs. We also believe that threaded through all the provision we offer we should endeavour to promote British Values which include Democracy, The Rule of Law, Individual Liberty, and Mutual Respect and Tolerance.

Glossary and Definition to Terms

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (2015) states that children have SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age.
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.
- for children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children. For a child under two years of age, special educational provision means educational provision of any kind.
- a child under compulsory school age has special educational needs if they are likely to fall within the definition when they reach compulsory school age or would do so if special educational provision was not made for them.

Disabled Children

Many children who have SEN may have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision, they will also be covered by the SEN definition.

Parents in Partnership and Equal Opportunities

Providers must have regard to:

- the views, wishes and feelings of the child and the child's parents/carers.
- The importance of the child, and the child's parents/carers, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in decisions.
- the need to support the child, and the child's parents/carers, in order to facilitate the development of the child and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.
- a focus on inclusive practice and removing barriers to learning.
- promote equality of opportunity for children in their care, including support for children with special educational needs or disabilities, and review, monitor and evaluate effective practices that promote and value diversity and difference, challenge inappropriate attitudes and practices, and encourage children to value and respect others.

SEND Information Report.

Early Years Settings must have a Send Information Report which must be accessible to all families setting out in one place information about their provision and how they support children with SEND. A copy of our Send Information Report is attached to this policy.

Procedures

- ❖ Parents are provided with opportunities during our admissions process and encouraged at all times following their child starting with us, to discuss in confidence with the SENCo and key worker any special needs requirements that have been previously diagnosed, or which the parents feel are areas for concern.
- ❖ We designate a member of staff to be the Special Educational Needs CO-ordinator (SENCo) and they are responsible for liaising with parents, outside agencies, key workers and individual children so that the provision made within our setting is co-ordinated effectively and is the best we can provide to meet the individual child's needs.
- ❖ Throughout each child's learning journey with us we will continually make observations, complete progress reviews, explore their characteristics of learning and set appropriate next steps. We will be in constant dialogue with parents/carers through the Learning Journal, Parent evenings and daily face to face discussion to ensure an ongoing 'two-way' conversation during which any special educational needs can be identified at an early stage, based on information from both the setting and home, and discussed.

- ❖ When an area of concern has been raised the SENCo and keyworker will invite parents/carers in to initially discuss the matter and to assess all information regarding the special education need, and to obtain consent from parent/carers to involve and talk to any relevant outside agencies where appropriate and others settings/child minders the child may attend. We will also endeavour to signpost parent/carers to places of support via any relevant leaflets or information about any suitable drop in clinics.
- ❖ The SENCO/Key Worker will then arrange any necessary meetings with outside agencies/risk assessments to establish the best provision for the individual child and will focus on the views and joint ('wished for') outcomes of the child, parent/carer, any outside professional agencies. An 'Individual Plan' will then be prepared, and where necessary an 'Individual Health Care Plan', to reflect these views and joint ('wished for') outcomes. The Individual Plan will set how our provision will be differentiated with details of any special equipment that may be able to be provided to assist with independent access, one to one activities, and the role of the adults. Observations will be made relevant to the strategies detailed on the plan and their effectiveness and any progress will be reviewed every half term. The Health Care Plan will set out the individual health needs and details of what to do in a medical emergency.
- ❖ All children who have an Individual Plan, or where areas of concern have been raised, will be discussed at our termly staff meetings. We will ensure that our planned activities are based on the likes and dislikes of the children and are differentiated appropriately, and that these activities are evaluated for their effectiveness and the success of their planned outcomes. In addition, every term the Owner/Manager/Deputy Manager will review the progress of all children and evaluate our provision to ensure that any child who is not meeting development expectations is not overlooked. We will also, with permission from parent/carer, continue to share information with other professionals, settings, or child minders in order to ensure the care we provide remains consistent.
- ❖ Where appropriate/necessary/ possible any training needs will be provided for the SENCO/Key Worker to ensure they remain aware of current theories/developments concerning individual special educational needs, and this information will be cascaded to all staff.
- ❖ At all times we will endeavour to take into account the individual child's culture, creed or religion as well as their thoughts, opinions and 'wished for' outcomes appropriate to the age and stage of their development. We will endeavour to link our differentiated provision in with their likes and dislikes to provide a fun and stimulating environment. Threaded through our provision we will endeavour to promote British Values which include Democracy, The Rule of Law, Individual Liberty and Mutual Respect and Tolerance.
- ❖ For children who join us under the age of three we will complete a progress check at age two which will identify the child's strengths and any areas where their progress is less than expected. During this check, and as part of our ongoing discussions, we will endeavour to support parents/carers with details of how they can support their child's development at home and provide information on sources of independent advice and support relevant to their child's needs.
- ❖ We will also, where necessary/appropriate and with the consent of the parents, work with all children and parents in providing information to enable understanding and acceptance of any individuals with special educational needs within the wider community of the setting. This will be achieved through circle/story time, provision of information leaflets and open discussion. Inappropriate views, attitudes, or practices which lead to exclusion will not be tolerated and will be dealt with on an individual basis by the Owner/Manager.
- ❖ Where a child has not made expected progress (and where appropriate or where no health professional is involved) we will support the parent/carer in considering a request for an Education, Health and Care Plan and signpost them to areas of information and assistance.

- ❖ If no concerns have previously been raised by the parents or outside agencies but a member of staff feels, after observation of the child, that there are areas of concerns they will discuss the matter in confidence with the SENCO/ Key Worker and if the area of concern is considered valid the SENCO/ Key Worker will begin the above procedure.
- ❖ When the child moves on to another setting or school we will endeavour to make the transition as smooth as possible and pass on all relevant information with the consent of the parents.

This policy should be read alongside our Transfer of Records to School Policy and Information Sharing Policy

Monitoring and Review

The Owner/Manager, SENCO, and key worker are responsible for ensuring that the above procedures are followed; that all members of staff are made aware for their role in supporting the individual child; and to ensure that individual progress is monitored and reviewed every half term to ensure that the provision continues to remain effective and at an appropriate level.

Our SENCo's are: Mrs Jess Fedarb and Mrs Chloe Farmer

This policy links in with the following EYFS key themes and commitments:

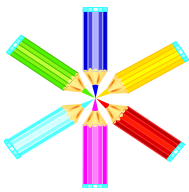
A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.4 Health and well-being	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.1 Observation, Assessment and Planning 3.2 Supporting every child 3.3 The learning environment 3.4 The wider context	

This policy was written and effected by Sharon Bennett, Owner of Laugh and Learn Pre-School after discussion and review with staff and parents in the Spring Term 2026.

Signed: *Sharon Bennett*

Dated: February 2026

This policy will be reviewed in the Spring Term of 2027



Send Information Report

Laugh and Learn Pre-school, West Tarring Young Peoples' Hub, 9b High Street, Tarring, Worthing, West Sussex BN14 7NN.

Pre-school T 07568443352 Email: Laughandlearnbennett@yahoo.co.uk

Our Philosophy

At Laugh and Learn, we provide a safe, caring, and nurturing environment where children can begin their learning journey with confidence. We support children in developing strong, positive relationships with both their peers and trusted adults beyond their immediate family. By promoting independence and valuing each child's individuality, we encourage children to explore the world around them and develop at a pace that feels comfortable and appropriate for them.

Laugh and Learn is located in the heart of Tarring village, set well back from the road on Tarring High Street. Convenient on-street parking is available on the High Street and in the surrounding roads.

How does the setting know if children need extra help, and what should I do if I think my child may have SEND?

We identify children who may need additional support through our well-established system of regular observations, assessments, and individual progress tracking. These are carried out by each child's key worker and reviewed every half term by the Manager and wider staff team.

This process allows us to identify any areas of development that may require additional or specialist support. From the very beginning, we work closely with parents/carers and, where appropriate, other professionals involved in the child's care to discuss progress, development, and wellbeing.

We are committed to working in partnership with parents and professionals. We offer regular informal and formal opportunities to share concerns, celebrate progress, and plan appropriate support together throughout your child's time with us.

How will staff support my child?

Each child is supported by a dedicated key worker, who will be your main point of contact. The key worker works closely with the Special Educational Needs and Disabilities Co-Ordinator (SENCO) and the Pre-School Manager to ensure your child's needs are fully understood and supported.

If an additional need is identified, the SENCO will arrange a meeting with parents/carers and any relevant professionals. Together, we will agree on realistic and achievable strategies to support your child both at pre-school and at home, helping them to reach their full potential.

The key worker oversees the day-to-day implementation of these strategies, while the SENCO formally reviews progress every half term. Feedback is shared with parents/carers and professionals as appropriate, allowing time for discussion and further planning.

Support strategies are continually reviewed through observations and regular informal discussions. Key workers build strong, trusting relationships with children to ensure their interests, views, and voices are valued and respected.

How will the curriculum be matched to my child's needs?

All activities follow the Early Years Foundation Stage (EYFS) curriculum and are adapted to suit each child's age, stage of development, and individual needs. Every child is treated as an individual, and expectations and outcomes reflect this.

For children with additional or special educational needs, activities are carefully planned to be achievable while still providing appropriate challenge.

Children requiring additional support will have an Individual Plan outlining agreed strategies. This plan, alongside the key worker's understanding of the child's interests, strengths, and preferences (recorded through observations in your child online Learning Journal- Tapestry), informs future planning.

Progress is monitored through individual and group reviews, which take place termly and are overseen by the SENCO and Manager. Actions are agreed and implemented as needed.

How will I know how my child is doing and how can I support learning at home?

Your child's online Learning Journal is updated regularly and provides an ongoing record of progress. Any Individual Plan is shared with you and is always accessible within the setting.

Staff are available to discuss achievements or concerns, either in person or via phone, text, or email. We also hold a parents' evening each term, giving you dedicated time to meet with your child's key worker to review progress and agree next steps.

We share information and strategies with parents around any concerns that arise eg. sleep, routines, diet, potty training, behavior, keeping safe online and information shared by parents about interests or changes at home helps us adapt our planning. This partnership

ensures you feel informed about your child's development and confident in supporting learning at home.

While contact books are not used for all children, one can be introduced where appropriate. Individual Plans include strategies for both home and pre-school, which are reviewed regularly.

What support is available for my child's overall wellbeing?

Where appropriate, an individual risk assessment will be completed to ensure the environment is safe and suitable for your child. Inclusion funding may be used to increase staffing ratios to provide additional supervision where needed.

Risk assessments also consider medical and personal care needs. These are discussed with parents/carers to ensure they can be safely met, based on staff training and experience. Some staff may undertake additional training if required. We have a high proportion of Paediatric First Aid-trained staff and can administer prescribed medication with written parental consent, in line with our Administration of Medicines Policy.

If behavioral concerns arise, we work in partnership with parents/carers to create an Individual Plan that promotes consistency between home and pre-school. Observations help us identify triggers, patterns, and effective strategies.

Children's wellbeing is supported through strong key-worker relationships, although all staff share responsibility for every child. We also work with specialist services where appropriate.

Most staff hold NVQ Level 3 qualifications in Childcare and regularly undertake training, including emotion coaching, early language development, and SEND network training. We also offer weekly yoga and mindfulness sessions, as well as small group activities to build confidence and resilience. Every child is valued, listened to, and supported.

What specialist services and expertise are available?

Although we do not employ specialist staff directly, we have experienced practitioners, a designated SENCO, and an Inclusion Co-ordinator who attend regular training.

With parental consent, we can access support from the Early Years Advisory Team, who may help coordinate input from other professionals such as Speech and Language Therapists, Physiotherapists, Portage, Family Outreach Workers, Health Visitors, and Specialist Teachers. Professional advice is welcomed and used to support each child effectively.

What training have staff received to support SEND?

Our SENCO and Inclusion Co-ordinator regularly update their knowledge through relevant training. Additional training is undertaken in response to the needs of children attending the setting. Most staff hold NVQ Level 3 qualifications and participate in ongoing professional development.

How will my child be included in trips and activities outside the setting?

Before your child starts, discussions take place to ensure activities are accessible. All outings are supported by detailed risk assessments that consider individual needs. We work closely with parents/carers to ensure every child can participate wherever possible.

How accessible is the environment?

The setting is step-free both indoors and outdoors with free flow access to the outside area and includes a disabled toilet, although not all doorways are wheelchair accessible. The large open hall may not always be suitable for children with hearing impairments.

Adjustments such as lowering tables, offering more floor-based activities, using visual supports, and signing are made to support accessibility. Additional equipment may be sourced through funding where available. Interpreter support may be explored through the local authority if required.

How will transitions be supported?

We work closely with families to plan a settling-in process tailored to each child. This may include home visits, taster sessions, additional visits, and a gradual increase in session length. We encourage parents to complete the 'all about me' section on their Tapestry online journal as parents sharing as much information as they can about their child with us really enables us to support their child's transition into preschool in the most seamless way possible.

When children move to us from another setting, we seek relevant information from them (with consent) and when they move on to school or another setting, we share relevant information (with consent), including observations and strategies, through a written transition plan.

We work closely with local schools to ensure transitions are smooth and consistent arranging additional visits, meetings with the new teacher and writing an agreed transition plan if needed to support the move onto the new school for the child's learning journey to continue with the required level of support in place.

How are resources allocated to support SEND?

All resources are accessible to all children. Inclusion funding is primarily used to increase staffing ratios rather than purchase equipment. Physical development is supported through daily outdoor play, weekly fitness sessions, and access to the local toy library where possible.

How is support decided?

Support is agreed in partnership with parents/carers, based on observations and discussion. Individual Plans are reviewed regularly. Where additional support is needed, referrals may be made to the Inclusion Support Team with parental consent. Ongoing reviewing and monitoring ensures support remains appropriate and effective.

How can parents be involved?

Parents are encouraged to be actively involved in their child's learning and we invite feedback on policies, routines, and overall practice. We share regular newsletters, facebook posts and organise family events such as Christmas concerts and an end of term family picnic to strengthen our community.

Who can I contact for further information?

To discuss a place for your child, please contact the Manager, **Sharon Bennett**, on **07568 443352** or **07809 254917**, or via the contact page on our website:

<http://www.laughandlearn.co.uk/>

Additional Information on our admissions policy and fees policy can also be found on our website.

An initial visit can be arranged, and you will have the opportunity to meet our SENCO, **Jess Fedarb** to access whether our premises are suitable, discuss any needs or concerns you may have regarding your child's development and what care we may be able to offer.

Further advice is also available from your Health Visitor, GP, the Family Information Service, or the Local Authority.
