



Morning Glory
Pre-School

Special Educational Needs and Disabilities (SEND) Policy

Policy statement. Morning Glory Pre-School identifies and meets the needs of children with special educational needs and disabilities (SEND) early, working in partnership with families and professionals so that every child can progress and thrive.

Scope

This policy applies to any child who has, or may have, special educational needs or a disability. It is informed by the SEND Code of Practice (2015), the Equality Act 2010 and the EYFS (September 2025).

Roles and Responsibilities

Our setting has a designated Special Educational Needs Coordinator (SENCO) who leads on SEND. Each key person supports the children in their care day to day, and we draw on the Waltham Forest Local Offer and the local authority area SENCO.

The Graduated Approach — Step by Step

- Step 1 — Assess: we observe and gather information to understand the child's needs, working closely with parents.
- Step 2 — Plan: with parents and the SENCO, we agree targeted support and any adjustments, recorded in a SEND support plan.
- Step 3 — Do: the key person delivers the agreed support day to day, with guidance from the SENCO.
- Step 4 — Review: we review progress regularly with parents, adjust the plan, and seek advice from external specialists where needed.

Working with Others and Additional Support

- We work with the area SENCO, health and education professionals and the Waltham Forest Local Offer
- Where a child may need more support than is available through SEND support, we work with parents and the local authority towards an Education, Health and Care (EHC) needs assessment
- We access additional funding, such as SEN inclusion funding and the Disability Access Fund, where applicable

Working with Parents and Transitions

- We work in close partnership with parents at every stage, valuing their knowledge of their child and keeping them fully involved in decisions
 - We support children with SEND through transitions — settling in, moving groups and moving on to school — sharing information with receiving settings, with consent, so support continues
 - Information about a child's needs is kept confidential and shared only with those who need it (see Confidentiality and Data Protection Policy)
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Reviewed: May 2026 | Next review: May 2027