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***'Supporting Children to Flourish, Respecting and Nurturing their Individuality and Developing Strengths in Preparations for their Unique Learning Journey.'***

# SEND Policy Procedure

Statement of Intent

We provide an inclusive environment where all children are supported to reach their full potential. We value diversity and ensure equality of opportunity and anti‑discriminatory practice for every child and family. We recognise the SEND Code of Practice 0–25 (2015) and embed high expectations in everyday practice, working in partnership with parents and professionals to achieve the best outcomes.

Legal Framework and Guidance

• Children and Families Act 2014• SEND Code of Practice 0–25 (2015)• Equality Act 2010 (replacing DDA and previous discrimination legislation)• Children Acts 1989 and 2004; Childcare Act 2006• Data Protection Act 2018 and UK GDPR• EYFS Statutory Framework (September 2025)• Working Together to Safeguard Children (2023)

Roles and Responsibilities

• Inclusion Lead: Mollie Linley• Special Educational Needs Coordinator (SENCO): Mollie Linley• Supervisor: Mollie Linley All staff share responsibility for inclusion and work with the SENCO to plan, deliver and review support.

Definition of SEND

A child has SEND if they have a learning difficulty or disability that calls for special educational provision that is additional to or different from that made generally for others of the same age. Identification is used to decide what action to take, not to label a child. We consider the needs of the whole child, including any factors that may affect progress (e.g., attendance, health, EAL), and plan appropriate support.

Broad Areas of Need

• Communication and Interaction• Cognition and Learning• Social, Emotional and Mental Health• Sensory and/or Physical

Early Identification and Screening

WellComm Screening (Local Authority requirement)

With parental consent, we administer the WellComm speech, language and communication screening as part of our early identification.

• When: within the first half‑term (or as soon as possible for in‑year starters) and repeated to track progress for children identified as needing support.

• Who: trained staff administer the tool during play‑based interactions to ensure children are comfortable and the results are reliable.

• Interpreting results: we use the WellComm traffic‑light system. Amber results trigger targeted strategies from the Big Book of Ideas; Red results add intensified support and may lead to a SALT referral (with parent agreement).

• Working with SALT/LA: where indicated, we make or support referrals to Speech and Language Therapy; we may also use Early Help/MARS to coordinate wider support.

• Parents as partners: we share outcomes promptly, agree to simple home activities and review together. Bilingual development is respected and supported.

• Data: results are stored securely in line with UK GDPR/DPA 2018. We share with the LA/SALT where required and with consent, unless safeguarding law requires otherwise.

Each child has a key person who builds trusting relationships with families and observes learning and development. We use observations, developmental trackers and speech & language screening tools (e.g., Every Child a Talker/ICAN resources) to identify emerging needs. Where concerns arise, we discuss these with parents and agree on first‑step strategies. If progress is not as expected, we seek consent to refer to Speech and Language Therapy or other services.

Graduated Approach – Assess, Plan, Do, Review

We follow the graduated approach set out in the SEND Code of Practice. Practitioners are responsible and accountable for the progress of their key children. With the SENCO and parents:• ASSESS – gather views, observations and any professional advice.• PLAN – co‑produce a Personal/Individual Plan with strengths, outcomes and strategies.• DO – implement agreed strategies and targeted interventions.• REVIEW – meet at least termly to evaluate progress and adjust support.We use the local ‘Ordinarily Available’ guidance to shape reasonable adjustments in provision.

Methods and Warrington Local Offer

We publish information for the Warrington SEND Local Offer and keep it up to date so families can see how we support children with SEND, how to access help and what to expect. We work in partnership with parents at every stage, ensure our admissions remain inclusive, and signpost to independent advice (e.g., SENDIASS).

Interventions and External Support

Where additional help is needed, the SENCO can seek support via the local Inclusion Team and request services such as:• Inclusion/SENCO surgeries (face‑to‑face or telephone)• Inclusion Funding / SEND Inclusion Fund• Speech and Language Therapy (SALT)• Educational Psychology• Outreach/Autism & Neurodiversity advice• Health services (Paediatrics/OT/Physio) via the appropriate referral routesRequests typically use the Multi‑Agency Request for Services (MARS) process; speech & language referrals may be made separately.

Funding to Support Inclusion

We will access available funding where criteria are met, including the SEND Inclusion Fund, Disability Access Fund (DAF) and Early Years Pupil Premium. Funding is used to implement agreed provision and reasonable adjustments.

Statutory Assessment and Education, Health and Care Plans (EHCPs)

If, despite SEND Support, outcomes are not improving and significant additional provision is required beyond our ordinarily available resources, the setting or parent may request an EHC needs assessment from the Local Authority. Evidence typically includes several reviewed Personal Plans, professional reports (e.g., SALT, Educational Psychology, Paediatrics), and progress data. Where an EHCP is issued, we work with the family and professionals to deliver the plan and support transitions.

Transitions

We plan transitions carefully. With consent we share records, Personal Plans and reports with receiving settings/schools; we invite staff to visit and arrange transition meetings so strategies are consistent and children feel secure.

Curriculum and Accessible Environment

We provide a differentiated, play‑based curriculum with visual supports, sensory resources and flexible grouping. We make reasonable adjustments to the environment (e.g., physical and sensory adaptations) so all children can participate. Positive images and resources reflect our diverse community and promote respect and belonging.

Working with Families

Parents are central to decision‑making. We co‑produce targets, agree strategies that also work at home, and share updates routinely. We respect family preferences (including language and culture), and provide information in accessible formats where possible.

Staff Knowledge, Training and Supervision

We seek training opportunities so staff are confident in inclusive practice, communication strategies (e.g., Makaton), and health needs. The SENCO attends local cluster meetings and keeps the team up to date with current guidance.

Privacy, Dignity and Intimate Care

We ensure children’s privacy and dignity during personal and intimate care. Only vetted staff provide such care and follow agreed plans. Consent and individual risk assessments are used where needed.

Complaints and Dispute Resolution

Concerns should be raised with the key person or SENCO in the first instance. If unresolved, follow our Complaints Procedure. Families can also seek impartial advice from Warrington SENDIASS and use mediation routes where appropriate.

• Warrington SEND Local Offer: https://www.warrington.gov.uk/local-offer-send

• Warrington SENDIASS (information, advice and support): https://www.warrington.gov.uk/warringtonsendiass

Phone: 01925 442978 Email: infosendiass@warrington.gov.uk Address: Sandy Lane Children’s Centre, Sandy Lane, Warrington WA2 9HY

• Early Help – information for families and professionals: https://www.warrington.gov.uk/early-help

• Make/learn about a MARS (Multi‑Agency Request for Support): https://www.warrington.gov.uk/mars

• Support for children in the early years (LA Early Years Team): https://www.warrington.gov.uk/support-children-early-years | Tel: 01925 443131 | Email: EEFTeam@warrington.gov.uk

• Early Years SEND support (provider resources / email): https://www.myearlyyearsservices.co.uk/Page/12533 | Email: sendsupportearlyyears@warrington.gov.uk

Useful Links

• Warrington SEND Local Offer – information for families• Warrington SENDIASS – impartial information, advice and support• Early Help and MARS – access to wider services

Review Statement

Updated September 2025. Reviewed annually, or sooner if guidance changes or local arrangements are updated.