



Special Educational needs and Disabilities (SEND) Policy

Policy Statement

At The World Outside Kindergarten, we are committed to offering an inclusive, accessible, and nurturing woodland environment where all children can thrive. We believe every child is unique, and we celebrate diversity in all its forms. This policy outlines our approach to identifying and supporting children with special educational needs and disabilities (SEND), ensuring compliance with the **Statutory Framework for the Early Years Foundation Stage (EYFS) 2025**, the **SEND Code of Practice (2015)**, the **Equality Act 2010**, and **Ofsted's expectations** for inclusive practice.

Our ethos is grounded in outdoor learning and child-led exploration. While our woodland setting can present challenges for access, we are committed to making reasonable adjustments so that all children can enjoy meaningful and enriching experiences in nature. We recognise that learning and playing in nature offers powerful opportunities for sensory integration, emotional regulation, and holistic development—especially for children with SEND.

Definition of SEND

We follow the SEND Code of Practice (2015) definition:

A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. This includes children who:

- Have significantly greater difficulty in learning than the majority of their peers.
- Have a disability which prevents or hinders them from accessing the environment or learning experiences typical for their age.

SEND may include (but is not limited to):

- Physical and sensory impairments
- Communication and language needs
- Social, emotional and mental health needs
- Cognition and learning difficulties
- Neurodivergent profiles such as autism or ADHD

Commitment to Inclusion and Equal Access

- We uphold every child's right to fully participate in our setting.
- We embrace diversity and challenge discrimination, promoting equity and respect.
- We are proactive in identifying and removing barriers to participation.
- We make reasonable adjustments to our woodland environment and practice to support accessibility, including use of adaptive equipment, altered routes, and sensory-friendly provisions.

Identification and Early Intervention

- We follow the EYFS 2025 requirement to have arrangements in place for identifying and supporting children with SEND.
- We use a combination of observations, developmental assessments, and discussions with families to identify emerging needs.

- Concerns are addressed early through the **graduated approach** of Assess – Plan – Do – Review.
- We collaborate with parents/carers and relevant professionals from the outset.

Graduated Approach (Assess, Plan, Do, Review)

We adopt the graduated approach as recommended in the SEND Code of Practice:

Assess – The key person, SENCO and parents assess the child's needs using observations and insights from all professionals involved.

Plan – An Individual Support Plan (ISP) is created with clear outcomes, strategies, adjustments, and a review date. Parents/carers and, where appropriate, the child are involved in this process.

Do – The key person implements the agreed support strategies in daily practice, guided by the SENCO.

Review – We regularly evaluate progress towards outcomes. Changes are made as needed, with parental input and external professional advice where applicable.

Individual Support Plans (ISPs)

Where a child is identified as needing SEND support:

- An ISP will be developed to document goals, interventions, and review cycles.
- Adaptations will include environmental adjustments, activity modifications, and communication aids.
- The ISP will be shared with all relevant staff and reviewed with families at least termly.
- Where progress is limited, we may refer for an **Education, Health and Care (EHC) needs assessment**.

Environment and Accessibility

Our setting is a woodland-based kindergarten and, as such, presents unique challenges for accessibility. We are committed to:

- Making reasonable adjustments to pathways, seating, shelter and activity areas.
- Providing accessible toileting and intimate care arrangements.
- Offering quiet zones and sensory areas within the outdoor space.
- Risk assessing daily to ensure safe access for children with mobility or sensory impairments.
- Using natural materials and features to support inclusive sensory play and exploration.

Staff Roles and Training

Our SENCO is **Stephanie Gregg** responsible for coordinating SEND provision, advising colleagues, and liaising with families and external professionals.

All staff:

- Receive regular SEND and inclusion training (e.g., autism awareness, Makaton, sensory integration, supporting speech and language delays).
- Are aware of their responsibilities under the EYF 2025 and SEND Code of Practice.
- Are trained in safeguarding, whistleblowing and safer care practices relevant to children with SEND.

Inclusive Learning and Curriculum Adaptation

- Our activities are flexible and child-led, with opportunities for children to access learning in diverse ways.
- Learning in the woodland environment is adapted to include accessible natural materials, outdoor shelters, and calm sensory-friendly spaces in nature.
- We use:
 - Visual schedules and communication cards
 - Sensory-rich resources
 - Adapted tools and equipment where required
- Group sessions are structured to promote social interaction and emotional safety.

Social and Emotional Wellbeing

- We prioritise mental health and emotional resilience.
- Our staff support positive social relationships and help children to manage big feelings.
- We offer safe spaces and routines for emotional regulation.
- We recognise that time in nature can positively support the emotional regulation of children with SEND, providing calm and connection.

Partnership with Parents and External Professionals

We work in close partnership with families to:

- Co-produce ISPs and transition plans
- Share progress and celebrate achievements
- Identify support networks, funding opportunities, and local services

We collaborate with:

- Speech and language therapists
- Occupational therapists
- Educational psychologists
- SEND inclusion teams
- Health visitors and GPs

We signpost families to **Worcestershire's Local Offer**:
<https://www.worcestershire.gov.uk/sendlocaloffer>

Data Protection and Confidentiality

- All SEND records are stored securely and accessed only by authorised staff.
- We obtain parental consent before sharing information, unless required by safeguarding legislation.
- We comply with the UK GDPR and Data Protection Act 2018.

Transition Planning

- We plan carefully for transitions into school or other settings.
- With consent, we share ISP documentation and support strategies with receiving settings.
- We support children emotionally and practically through these changes.

Monitoring and Evaluation

We evaluate the effectiveness of our SEND provision through:

- ISP reviews
- Parental feedback
- Observations of participation and progress
- External audits (e.g., Ofsted)
- Staff reflection and CPD

We review this policy annually or sooner in response to statutory changes, inspection outcomes, or significant feedback.

Legislation and Guidance Referenced

- Statutory Framework for the EYFS (2025)
- SEND Code of Practice (2015)
- Equality Act 2010
- Children and Families Act 2014
- Working Together to Safeguard Children (2018)
- Data Protection Act 2018 / UK GDPR

This policy was adopted on	Signed on behalf of the nursery	Date for review
October 2025	<i>Sandra Hill</i>	October 2026