Special Educational Needs (SEN) and Inclusion Policy

Applies to: All employees, agency staff and other authorised practitioners caring for children aged 2–4 years
Policy owner: Nursery Manager / Designated Safeguarding Lead (DSL)
Effective date: September 2026 | Review: September 2027, or earlier where required
Approval: Registered provider / school leadership

1. Introduction

At Jubilee Childcare Centre, every child is valued, welcomed and included. As part of Jubilee Primary School, our vision is for every child to develop a love of learning, a strong sense of identity and positive memories of their early years. Our Christian ethos is reflected in our commitment to "Love your neighbour as yourself" (Luke 10:27b) and in our belief that "Our nature is to nurture."

We believe all children should achieve the best possible outcomes, become confident and capable learners, develop their own voice and experience successful transitions into later education.

In line with the 0–25 SEND Code of Practice and the Early Years Foundation Stage (EYFS), we are committed to identifying needs early and providing timely, appropriate support through inclusive practice and strong partnerships with families.

The nursery will use its best endeavours to ensure that children with SEND receive the support they need.

2. Principles and Vision

Our approach reflects the principles of the SEND Code of Practice and is based on:

- Taking account of children's views and experiences
- Enabling parents to participate in decisions
- Working together across education, health and care
- Identifying needs early
- Making high-quality provision
- Promoting inclusion and removing barriers to participation
- Supporting children to prepare for future learning and life

Children with SEND are encouraged and supported to participate fully in nursery life alongside their peers.

3. Legal Framework and Definitions

This policy is based on the statutory requirements set out in:

- **Part 3 of the Children and Families Act 2014** and associated regulations
- **SEND Code of Practice: 0 to 25 years (2015)**
- **Early Years Foundation Stage (EYFS) Statutory Framework**
- **Equality Act 2010**
- **Children Act 1989 and 2004**
- **Childcare Act 2006**

Definition of Special Educational Needs (SEN)

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age, or
- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision means educational provision that is additional to, or different from, that made generally for other children of the same age.

Definition of Disability

A child is disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (Equality Act 2010).

The Four Broad Areas of Need

The SEND Code of Practice identifies four broad areas of need:

1. **Communication and interaction** – including speech, language and communication needs, and autism spectrum disorder
2. **Cognition and learning** – including learning difficulties and specific learning difficulties
3. **Social, emotional and mental health difficulties** – including anxiety, depression, self-harming, and attention deficit hyperactivity disorder (ADHD)
4. **Sensory and/or physical needs** – including visual impairment, hearing impairment, multi-sensory impairment, and physical disability

These categories help us identify needs and plan support, but we recognise that individual children's needs do not fit neatly into one category. Children may have needs across multiple areas, and their needs may change over time.

4. Roles and Responsibilities

The Governing Body/Management Committee

The governing body will:

- Ensure that the nursery fulfils its statutory duties with regard to SEND
- Ensure that a member of the governing body or a sub-committee has specific oversight of the nursery's arrangements for SEND
- Meet regularly with the SENDCo to monitor the effectiveness of SEND provision
- Carry out monitoring visits to ensure high standards of organisation and support are in place
- Ensure the SENDCo has appropriate time and resources to carry out their role
- Ensure that the SEND policy is reviewed annually
- Ensure that information about the nursery's SEND provision is published and kept up to date

The Headteacher/Teacher

The headteacher/teacher will:

- Work with the SENDCo and governing body to determine the strategic development of SEND policy and provision
- Ensure that the day-to-day management of SEND provision is effective
- Ensure that staff have appropriate training and support
- Monitor the quality of SEND provision through regular reviews and observations
- Ensure that the SENDCo has sufficient time and resources to fulfil their role
- Report to the governing body on SEND provision and outcomes

The SENDCo

The SENDCo at Jubilee Childcare Centre is **Becky Biddlecombe**.

The SENDCo will:

- Oversee the operation of the SEND policy
- Coordinate provision for children with SEND
- Ensure practitioners understand their responsibilities for children with SEND
- Lead and coordinate arrangements for identifying and meeting SEND
- Ensure parents are closely involved throughout assessment, planning and review
- Liaise with professionals and agencies beyond the setting
- Support the teacher with SEND records and provision mapping
- Support practitioners in implementing the graduated approach
- Support transition arrangements between settings and schools
- Monitor effectiveness of provision and outcomes for children
- Work with the headteacher and staff to identify patterns in the identification of SEND
- Maintain up-to-date knowledge of SEND legislation, guidance and best practice
- Attend relevant training and network meetings
- Work closely with the Designated Safeguarding Lead (DSL) to ensure safeguarding arrangements meet individual needs

All Staff

All staff will:

- Be aware of the nursery's SEND policy and procedures
- Identify children who may have SEND through ongoing observation and assessment
- Plan and deliver high-quality, differentiated teaching for all children
- Work with the SENDCo to assess children's needs and plan appropriate support
- Implement strategies and interventions as agreed in support plans
- Keep accurate records of children's progress and provision
- Communicate regularly with parents about their child's progress and needs
- Attend training on SEND as required
- Treat all children with respect and promote an inclusive environment

Parents and Carers

We recognise that parents know their children best. Parents and carers will:

- Share information about their child's needs, development and any concerns
- Work in partnership with the nursery to support their child's learning and development
- Attend review meetings and contribute to planning
- Support agreed strategies at home where appropriate
- Inform the nursery of any changes in their child's needs or circumstances

5. Admissions

Children with SEND are welcomed at Jubilee Childcare Centre. We will not refuse admission to a child on the grounds that they have SEND.

When a child with identified SEND applies for a place, we will:

- Meet with parents to discuss the child's needs and how we can support them
- Liaise with previous settings to gather information
- Seek advice from external professionals where appropriate
- Consider what reasonable adjustments and additional support may be needed
- Plan a settling-in period that meets the child's individual needs

Where a child has an Education, Health and Care (EHC) plan that names Jubilee Childcare Centre, we will work closely with the local authority and parents to ensure appropriate provision is in place.

If we have genuine concerns about our ability to meet a child's needs safely and effectively, we will discuss these openly with parents and the local authority to explore all possible solutions before making any decision.

6. Identifying and Assessing SEND

We recognise the importance of identifying needs as early as possible.

How We Identify SEND

Practitioners monitor and review the progress and development of all children through:

- Daily observations and assessment
- Child-led and adult-supported play
- Discussions with parents and carers
- Information from previous settings
- Developmental tracking against EYFS developmental milestones
- The statutory Progress Check at Age Two (for children aged 2-3)
- Specialist advice where appropriate

Parents know their children best and their views are central to identifying needs.

Assessment considers development across the EYFS areas of learning:

Prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development

Specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

We also consider the **characteristics of effective learning**:

- Playing and exploring
- Active learning
- Creating and thinking critically

Progress Check at Age Two

Where children are aged between two and three years, the statutory EYFS Progress Check at Age Two contributes to understanding strengths, identifying slower progress and recognising possible emerging SEND.

The progress check will:

- Review the child's development in the three prime areas
- Identify the child's strengths and any areas where progress is less than expected
- Describe actions the nursery intends to take to address any developmental concerns
- Be shared with parents, who will be encouraged to share it with health visitors

Where concerns arise, practitioners will develop a targeted plan with parents and involve the SENDCo and external professionals where appropriate.

English as an Additional Language (EAL)

Children who speak English as an additional language will be assessed carefully to distinguish language acquisition from SEND. We will:

- Gather information about the child's home language and literacy
- Observe the child in different contexts and with different people
- Consider whether difficulties are evident in the child's home language as well as English
- Seek advice from EAL specialists where appropriate
- Provide visual supports and other strategies to support language development

Slow progress in acquiring English does not necessarily indicate SEND. However, where a child is making little or no progress in English and also shows difficulties in their home language, SEND may be a factor.

When We Will Seek Additional Advice

We will seek additional advice and support when:

- A child is making little or no progress despite targeted support
- A child's needs are complex or unclear
- Parents request additional assessment
- A practitioner or the SENDCo has significant concerns about a child's development
- We need specialist expertise to plan appropriate provision

7. SEN Support – The Graduated Approach

Where SEND is identified, Jubilee Childcare Centre follows the graduated approach of **Assess, Plan, Do, Review**.

This is a cyclical process that allows us to identify what works and make adjustments where needed. Support is family-centred, evidence-informed and reviewed regularly.

Assess

We gather information from:

- Observations of the child in different contexts
- Assessments of the child's development and progress
- Parent views and information about the child at home
- Views of the child (where appropriate to their age and understanding)
- Information from previous settings
- Specialist advice from external professionals

The SENDCo will work with practitioners and parents to analyse the child's needs and identify barriers to learning.

Plan

We agree with parents:

- **Outcomes** – what we want the child to achieve
- **Adaptations** – changes to the environment, resources, routines or activities
- **Support strategies** – specific approaches that will help the child
- **Interventions** – targeted support in specific areas
- **Responsibilities** – who will do what, including parents and external professionals
- **Review date** – when we will meet again to review progress

This information is recorded in an **Individual Support Plan** which is shared with parents and all staff working with the child.

Do

Support is delivered through:

- **High-quality, differentiated teaching** – adapting activities, resources and interactions to meet individual needs
- **Environmental adaptations** – visual timetables, quiet spaces, sensory resources, accessible equipment
- **Communication support** – Makaton signing, visual aids, communication books, picture exchange systems
- **Physical support** – specialist seating, adapted resources, physiotherapy programmes
- **Emotional support** – key person support, emotion coaching, sensory breaks, predictable routines
- **Small group work** – targeted interventions for specific areas such as speech and language, fine motor skills, early literacy or numeracy
- **Enhanced adult support** – additional support during key activities or transitions
- **Use of specialist equipment or resources** – as recommended by external professionals

The key person, with support from the SENDCo, is responsible for:

- Implementing the support plan on a day-to-day basis
- Working with the child and their family to deliver the planned support
- Monitoring the child's progress and adjusting strategies as needed
- Keeping accurate records of provision and progress

All staff working with the child will be informed of their needs and the strategies in place.

Review

We will review progress with parents **at least three times each year** (once per term).

At review meetings, we will:

- Discuss the child's progress towards agreed outcomes
- Celebrate successes and identify what has worked well
- Consider any new concerns or changing needs
- Agree whether to continue, adapt or stop current support
- Set new outcomes and plan next steps
- Update the Individual Support Plan

Parents will be given a **written record** of the review meeting, including:

- Progress towards outcomes
- Decisions made
- Actions agreed
- Responsibilities
- Date of next review

Children's views will be gathered and included where appropriate to their age and understanding. This might be through:

- Observations of what the child enjoys and engages with
- Photographs or drawings
- Simple questions or choices
- Play-based activities

Informing Parents

Parents will be informed **in writing** when we decide to provide SEN support for their child.

We will explain:

- The concerns that have been identified
- The support we will provide
- How parents can support their child at home
- The review process and dates
- Sources of information and support available

Parents will be invited to meet with the key person and SENDCo to discuss the support plan before it is implemented.

8. Education, Health and Care (EHC) Plans

Some children with more complex or severe needs may require an Education, Health and Care (EHC) plan.

What is an EHC Plan?

An EHC plan is a legal document that describes a child's special educational, health and social care needs, and the support required to meet those needs. EHC plans are issued by the local authority following a statutory assessment.

Requesting an EHC Assessment

If, despite SEN support, a child is not making expected progress, we may request that the local authority carries out a statutory assessment. Parents can also request an assessment directly.

We will request an assessment when:

- The child has significant and complex needs
- We have provided well-planned SEN support over time but the child is still not making progress
- We need a higher level of resources or more specialist support than we can provide
- The child may need specialist provision

When requesting an assessment, we will provide:

- Evidence of the child's needs and progress over time
- Details of SEN support provided and its impact
- Views of parents and the child
- Reports from external professionals involved
- Information about the child's health and care needs

Children with EHC Plans

Where a child has an EHC plan, we will:

- Implement the provision specified in the plan
- Work closely with parents and external professionals
- Monitor progress towards EHC plan outcomes
- Contribute to annual reviews of the plan
- Attend and prepare reports for annual review meetings
- Support transition planning as specified in the plan

The local authority must review EHC plans at least annually. We will cooperate fully with the local authority in this process and may be asked to host annual review meetings.

9. Supporting Children and Families

Working in Partnership with Parents

We believe that parents are partners in their child's learning and development. We will:

- Welcome and value parents' knowledge and expertise about their child
- Communicate openly and honestly
- Listen to parents' views, concerns and aspirations
- Involve parents in decision-making at every stage
- Provide regular updates on progress
- Offer flexible meeting times to suit families' needs

- Provide information in accessible formats
- Respect family circumstances and cultural backgrounds

Listening to Children

We will gather and consider children's views in age-appropriate ways, such as:

- Observing what children choose to do and what they enjoy
- Asking simple questions and offering choices
- Using visual supports, photographs and drawings
- Play-based activities that allow children to express themselves
- Involving children in planning activities they enjoy

The Local Offer

The nursery contributes to and works alongside the **Kent Local Offer**, which sets out the support available for children and young people with SEND and their families.

Families can access the Kent Local Offer at: **www.kent.gov.uk/localoffer**

The Local Offer includes information about:

- Education, health and social care services
- Support for families
- Childcare and early years provision
- Preparing for adulthood
- How to access services

Information, Advice and Support

Families can access independent information, advice and support from:

Information, Advice and Support Kent (IASK) Telephone: 03000 41 3000 Email: iask@kent.gov.uk Website: www.kent.gov.uk/iask

IASK provides free, confidential and impartial information, advice and support to parents of children with SEND.

Additional Support for Families

We can signpost families to:

- Health visitors
- Children's centres
- Family support services
- Early Help services
- Voluntary and community organisations
- Parent support groups and forums

Where family circumstances may be affecting a child's development, we will work sensitively with families to identify appropriate support, which may include Early Help processes.

10. Inclusion, Equality and Access

Children with SEND are entitled to participate fully in nursery experiences.

Our Commitment to Inclusion

We are committed to:

- Valuing diversity and treating all children with equal respect
- Removing barriers to participation and achievement
- Celebrating individual differences and strengths
- Promoting positive attitudes towards disability and difference
- Ensuring all children can access the full curriculum through play-based learning

The Equality Act 2010

We meet our duties under the Equality Act 2010 by:

- Not discriminating against disabled children in admissions, provision of education or access to benefits, facilities and services
- Making reasonable adjustments to avoid putting disabled children at a substantial disadvantage
- Anticipating barriers and removing them where possible
- Providing auxiliary aids and adapted provision where appropriate

Reasonable Adjustments

Examples of reasonable adjustments we may make include:

Physical environment:

- Ensuring wheelchair access and accessible toilets
- Creating quiet spaces and sensory areas
- Adapting furniture and equipment
- Improving lighting or acoustics
- Providing visual supports and signage

Auxiliary aids and services:

- Specialist seating or standing frames
- Communication aids and visual supports
- Adapted toys and resources
- Assistive technology
- Specialist equipment as recommended by professionals

Policies, procedures and practices:

- Flexible routines and transitions
- Adapted activities and differentiated resources
- Additional adult support
- Individualised behaviour support plans
- Extended settling-in periods
- Flexible attendance patterns where needed

Access to the Curriculum

All children access learning through:

- **Play-based learning** – child-initiated and adult-led play experiences
- **Exploration and investigation** – hands-on, sensory experiences
- **Communication and interaction** – with adults and peers
- **Development across all EYFS areas of learning** – prime and specific areas
- **The characteristics of effective learning** – playing and exploring, active learning, creating and thinking critically

We adapt our provision to ensure all children can participate meaningfully in activities and make progress from their individual starting points.

11. Working Together Across Education, Health and Care

We recognise that improving outcomes requires integrated working across education, health and care services.

Multi-Agency Working

The nursery works collaboratively with:

- **Parents and carers** – as partners in their child's learning
- **Health visitors** – for health and development checks
- **Speech and Language Therapy** – for communication and language support
- **Occupational Therapy** – for sensory and physical needs
- **Physiotherapy** – for physical development and mobility
- **Educational Psychology** – for assessment and advice on learning needs
- **Child and Adolescent Mental Health Services (CAMHS)** – for emotional and mental health support
- **Paediatricians and specialist health services** – for medical needs and diagnoses
- **Local authority SEND services** – including Area SEND teams and specialist teachers
- **Early Help services** – for family support and multi-agency coordination
- **Social care** – where children have social care involvement
- **Other early years settings and schools** – for transitions and continuity

Information Sharing

With parental consent, we will:

- Share relevant information with professionals involved with the child

- Attend multi-agency meetings
- Contribute to assessments and reports
- Implement recommendations from specialists
- Coordinate support across different services

We follow data protection requirements and only share information that is relevant, proportionate and necessary.

Early Help

Where family or wider circumstances may be affecting a child's development, we may suggest an Early Help assessment. This is a voluntary, family-led process that brings together support from different services.

We will work sensitively with families to identify needs and coordinate support through Early Help processes where appropriate.

12. Training and Professional Development

All staff need the knowledge, skills and confidence to support children with SEND effectively.

Staff Training

We ensure staff are appropriately trained through:

Induction:

- All new staff receive induction training on SEND policy and procedures
- Information about children with SEND in their key group
- Introduction to the SENDCo and how to access support

Ongoing training:

- Whole-staff training on SEND topics (e.g., communication strategies, behaviour support, sensory needs)
- Training on specific conditions or needs as they arise
- Training on implementing specialist programmes or interventions
- Safeguarding training with a focus on vulnerable children

Specialist training:

- The SENDCo maintains up-to-date knowledge through training, conferences and networks
- Staff may receive training from external professionals (e.g., speech therapists, occupational therapists)
- Staff may attend courses on specific areas of SEND

Identifying Training Needs

Training needs are identified through:

- Staff appraisals and supervision
- Analysis of children's needs in the setting
- Feedback from staff, parents and external professionals
- Monitoring of provision and outcomes
- Changes in legislation or guidance

The SENDCo's Professional Development

The SENDCo, Becky Biddlecombe, holds the National Award for SEN Coordination [or is working towards completion by September 2027].

The SENDCo maintains professional development through:

- Attendance at local SENDCo network meetings
- Training on SEND legislation, policy and practice
- Liaison with Area SEND teams and local authority services
- Professional reading and research
- Sharing practice with SENDCos in other settings

13. Record Keeping and Information Management

We keep accurate and up-to-date records of children with SEND and the provision made for them.

Records We Keep

For each child receiving SEN support, we maintain:

- **Individual Support Plans** – including outcomes, strategies and review dates
- **Observation and assessment records** – showing progress over time
- **Review meeting notes** – records of discussions and decisions with parents
- **Reports from external professionals** – assessments, advice and recommendations
- **Provision maps** – showing additional or different provision
- **Communication logs** – records of contact with parents and professionals
- **EHC plans** – where applicable

Storage and Access

- SEND records are stored securely in line with data protection requirements
- Access is restricted to staff who need the information to support the child
- Parents can request to see their child's records at any time
- Records are kept confidential and only shared with appropriate consent

Retention and Transfer

- SEND records are retained in line with our data retention policy
- When a child leaves the nursery, relevant information is shared with the receiving setting or school (with parental consent)
- We provide a transition summary including the child's needs, provision and progress

- Original records are retained for the required period before secure disposal

Data Protection

We comply with the General Data Protection Regulation (GDPR) and Data Protection Act 2018. Information about children with SEND is:

- Collected and used fairly and lawfully
- Kept accurate and up to date
- Stored securely
- Shared only when necessary and with appropriate consent
- Retained only for as long as needed

14. Transitions

Transition planning is an important part of SEND support. We recognise that changes can be particularly challenging for children with SEND.

Starting at Jubilee Childcare Centre

When a child with SEND joins the nursery, we will:

- Meet with parents before the child starts to discuss needs and support
- Liaise with previous settings to gather information and ensure continuity
- Plan a personalised settling-in period that meets the child's needs
- Prepare staff and the environment in advance
- Introduce the child gradually at their own pace
- Use visual supports, social stories or photographs to prepare the child

Moving to School

When a child with SEND moves to school, we will:

- Share information with the receiving school (with parental consent)
- Provide a detailed transition summary including the child's needs, provision, progress and what works well
- Arrange additional visits to the school where appropriate
- Attend transition meetings where needed
- Support parents to share information with the school
- Provide visual supports or social stories to prepare the child

For children with EHC plans, transition planning will be part of the annual review process in the year before school entry.

Transition Support

Children with SEND may receive personalised transition support such as:

- Extra visits to the new setting
- A transition book with photographs

- Social stories about the new setting
- Gradual introduction to new staff
- Familiar objects or routines to provide continuity
- A transition meeting involving parents, current and new settings

15. Safeguarding Children with SEND

We recognise that children with SEND may experience additional barriers to recognising risk, communicating concerns and accessing support.

Increased Vulnerabilities

Children with SEND may be more vulnerable to:

- **Abuse and neglect** – due to communication difficulties, dependence on adults, or being less able to recognise inappropriate behaviour
- **Bullying and peer-on-peer abuse** – including physical, verbal and social exclusion
- **Exploitation** – being targeted due to perceived vulnerability
- **Social isolation** – having fewer friendships and support networks
- **Mental health difficulties** – due to frustration, anxiety or low self-esteem

Additional Safeguarding Considerations

Staff understand that:

- Assumptions should never be made that indicators of abuse relate to a child's SEND
- Children with SEND may communicate concerns through behaviour rather than words
- Children with communication difficulties may need support to express concerns
- Children may not recognise that what is happening to them is abuse
- Children may be afraid of not being believed

Working Together

The Designated Safeguarding Lead (DSL) and SENDCo work closely together to ensure:

- Staff are alert to safeguarding concerns for children with SEND
- Communication methods are adapted to enable children to express concerns
- Safeguarding procedures are accessible to all children
- Additional support is provided where needed during safeguarding processes
- Patterns and trends are identified and addressed

All safeguarding practice follows the EYFS statutory framework and the nursery's Safeguarding and Child Protection Policy.

16. Monitoring, Evaluation and Review

Monitoring Effectiveness

The effectiveness of SEND provision is monitored through:

- **Regular review meetings** with parents to assess progress towards outcomes
- **Tracking children's progress** across EYFS areas of learning
- **Observations** of children's engagement and development
- **Staff feedback** on strategies and interventions
- **Parent feedback** through discussions, surveys and reviews
- **External professional feedback** on provision and progress
- **Analysis of data** to identify patterns and trends
- **SENDCo monitoring** of provision, records and outcomes
- **Governor/management committee monitoring** through meetings with the SENDCo and monitoring visits

Policy Review

This policy will be reviewed annually by the SENDCo, headteacher/teacher and governing body/management committee.

The review will consider:

- Changes in legislation or guidance
- Feedback from staff, parents and external professionals
- Analysis of provision and outcomes
- Emerging needs and trends
- Areas for development

Next review date: June 2027

17. Complaints

We hope that any concerns about SEND provision can be resolved through discussion with the key person, SENDCo or headteacher/teacher.

Informal Resolution

If parents have concerns about their child's SEND provision, they should:

5. **First**, speak to their child's key person
6. **If unresolved**, arrange to meet with the SENDCo (Becky Biddlecombe)
7. **If still unresolved**, arrange to meet with the headteacher/teacher

We will always try to resolve concerns quickly and informally through open discussion.

Formal Complaints

If concerns cannot be resolved informally, parents can make a formal complaint using the nursery's Complaints Policy and Procedure, which is available from the nursery office and on our website.

External Support

Parents can access independent information, advice and support from:

Information, Advice and Support Kent (IASK) Telephone: 03000 41 3000 Email: iask@kent.gov.uk Website: www.kent.gov.uk/iask

Parents also have the right to appeal to the SEND Tribunal if they disagree with decisions about EHC assessments or plans. IASK can provide information about this process.

Contact Information

SENDCo: Becky Biddlecombe **Email:** [insert email] **Telephone:** [insert number]

Headteacher/Teacher: [insert name] **Email:** [insert email] **Telephone:** [insert number]

Nursery Address: Jubilee Childcare Centre Jubilee Primary School Maidstone ME16 [insert postcode]

Parents are welcome to contact the SENDCo to discuss their child's needs or to arrange a meeting.

Useful Links and Resources

Kent Local Offer: www.kent.gov.uk/localoffer

Information, Advice and Support Kent (IASK): www.kent.gov.uk/iask Telephone: 03000 41 3000

SEND Code of Practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Early Years Foundation Stage: www.gov.uk/early-years-foundation-stage

Contact (for families with disabled children): www.contact.org.uk Helpline: 0808 808 3555

IPSEA (Independent Provider of Special Education Advice): www.ipsea.org.uk