

Bloom Childcare

Special Educational Needs & Disabilities (SEND) Policy

Inclusive practice and early identification of SEND

Document Register Detail			
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Responsible Person:	Mark Johnson - MD	Status:	Live

Policy Statement

Bloom is committed to inclusive practice and the early identification of Special Educational Needs and Disabilities (SEND). We work in partnership with parents, carers and external professionals to ensure that every child receives the support they need to thrive.

This policy applies across all Bloom settings and is implemented in line with the SEND Code of Practice 0–25 (2015), the Statutory Framework for the Early Years Foundation Stage, and the Local Offer of the relevant Local Authority.

Scope

This policy applies to every child attending a Bloom setting who may have, or be at risk of having, special educational needs or disabilities; to all employees, students and volunteers; and to all aspects of the curriculum, environment and external partnership work.

Relevant Legislation and Guidance

Legislation / Guidance	Reference	Relevance
Statutory Framework for the Early Years Foundation Stage (EYFS) 2026	Sections 1–3	Sets the statutory standards for learning, development and welfare in all Ofsted-registered early years settings.
Childcare Act 2006	Sections 39–48	Provides the statutory basis for the EYFS and Ofsted registration of early years providers.
Equality Act 2010	Sections 4–29	Prohibits discrimination on the grounds of protected characteristics for staff and service users.
Health and Safety at Work	Sections 2 & 3	General duty of care to employees

Legislation / Guidance	Reference	Relevance
etc. Act 1974		and any other persons affected by the undertaking.
Data Protection Act 2018 / UK GDPR	Articles 5, 6 & 9	Lawful processing of personal data, including special category data relating to children, families and staff.
SEND Code of Practice 0–25 (2015)	Statutory guidance	Statutory framework for identification, assessment and support for children with SEND.

Definitions

Term	Definition
SEND	A child has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.
SENCo	Special Educational Needs Coordinator - the named member of staff with day-to-day responsibility for SEND at the setting.
Graduated Approach	The four-stage cycle of Assess–Plan–Do–Review used to identify and meet SEND.
EHCP	Education, Health and Care Plan - a statutory plan for children with complex or long-term needs.
Local Offer	Information published by the Local Authority on services available to children with SEND and their families.

Roles and Responsibilities

Managing Director / Senior Leadership

- Ensure each setting has a designated SENCo who has completed appropriate Level 3 SEND training.
- Make resources available for SEND provision.

Setting SENCo

- Identify emerging SEND through observation, assessment and consultation with parents and staff.
- Coordinate support and interventions across the setting.

- Liaise with parents and external professionals.
- Manage referrals and inclusion funding applications via the relevant Local Authority.
- Monitor progress and review individual support plans.
- Ensure correct Local Authority pathways are followed.
- Ensure PEEPs (Personal Emergency Evacuation Plan) are in place for any child/person with SEND

Key Person / Room Leader / Practitioner

- Document concerns and share with the SENCo without delay.
- Implement agreed support strategies and contribute to review.

Identification and Observation

SEND may be identified through:

- Ongoing observations of play and learning.
- Developmental assessments and progress checks (including the EYFS Two-Year Progress Check).
- Concerns raised by parents or carers.
- Information shared by health visitors, GPs or external professionals.

Staff document concerns and share with the SENCo, who agrees next steps with the family.

Graduated Approach (Assess–Plan–Do–Review)

1. **Assess** - identify needs in partnership with the child, family and any external professionals or authority.
2. **Plan** - agree support strategies, outcomes and review dates.
3. **Do** - implement interventions with the key person and SENCo monitoring impact.
4. **Review** - evaluate progress, refine the plan and decide next steps.

This cycle is ongoing, collaborative and recorded.

Local Authority SEND Pathways

Setting Location	Pathways and Services
Liverpool settings	Liverpool SEND Local Offer; Early Years Inclusion Funding; SENISS; Purple Circle; Consortia; Educational Psychology; EHCP requests via Liverpool City Council. SENAdmin@liverpool.gov.uk
Knowsley settings	Knowsley SEND Local Offer; Knowsley Early Help & SEND Services; Portage (where appropriate); Early Years Inclusion Funding (Knowsley criteria); EHCP requests via Knowsley MBC. SENAdmin@knowsley.gov.uk

The SENCo ensures referrals and funding requests go to the correct authority.

Working with Parents

- Open and honest communication, including planned review meetings.
- Parental consent is sought before any referral to external services.
- Parents are partners in planning and review.

External Professionals

Bloom works in partnership with:

- Speech and Language Therapy.
- Educational Psychology.
- Health Visitors.
- Occupational Therapy.
- Behaviour specialists and Early Help services.

EHCP Support

Where needs are complex or long-term:

- The SENCo supports the EHCP application process.
- Evidence is gathered collaboratively with the family and professionals.
- Bloom contributes to annual reviews and any interim meetings.

Training and Awareness

- SEND awareness training for all staff at induction and refreshed regularly.
- The SENCo is SENDCo Level 3 trained

Linked Policies and Documents

- Equality & Diversity Policy
- Behaviour Management Policy
- Admissions Policy
- EYPP Policy
- Curriculum & Learning Policy

Monitoring and Review

This policy is reviewed annually or sooner where SEND guidance, the Local Offer, or Ofsted inspection frameworks change.

Policy Approval and Sign-Off

DECLARATION			
Role	Name	Signature	Date
Managing Director / Duty Holder	Mark Johnson		1 st October 2026