

Special Educational Needs and Disabilities (SEND) Policy



Policy Code: FS-SG-006 Special Educational Needs and Disabilities (SEND) Policy

Version: 1.0

Effective Date: 21.04.2026

Review Date: Annually or following significant change/incident

Linked Documents:

- Safeguarding and Child Protection Policy - FS-SG-001
- Equality, Inclusion and Diversity Policy – FS-SG-005
- Behaviour Policy – FS-SG-003
- Risk Benefit Policy – FS-HS-001

Statement of Intent

Forest & Play is committed to providing an inclusive, welcoming and supportive environment where all children are valued and respected as individuals.

We recognise that every child is unique and will make reasonable adjustments, where practicable, to support children with Special Educational Needs and Disabilities (SEND) to access and participate in our provision. We will work in partnership with parents, carers and other professionals to identify and reduce barriers to learning, development and participation wherever possible.

Whilst we strive to meet the needs of all children, there may be occasions where, following careful assessment and discussion with families and relevant professionals, we determine that we are unable to safely or appropriately meet a child's needs within the resources, environment or staffing available.

In such circumstances, we will work openly and honestly with families to explore alternative support or provision that may be better suited to the child's individual needs.

Our aim is to ensure that every child who attends Forest & Play is able to feel safe, included, supported and able to thrive.

1. Legal Framework

This policy is based on:

- SEND Code of Practice (0–25 years)
- Children and Families Act 2014
- Equality Act 2010
- EYFS Statutory Framework

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2. Our Approach

We take a strengths-based, child-centred approach and focus on what children can do.

We will:

- Identify needs early
- Work in partnership with families
- Provide inclusive and adapted experiences
- Monitor and review progress regularly

3. Forest School-Specific SEND Considerations

We recognise that outdoor environments can both support and present challenges for children with SEND.

Where practicable and appropriate, Forest & Play will consider reasonable adjustments to support children's participation. This may include:

- Adapting activities where possible to meet individual needs.
- Considering the impact of terrain, weather conditions and sensory input.
- Providing additional adult support where available and appropriate.
- Using visual aids, alternative communication methods or supportive strategies.
- Allowing flexible approaches to participation and engagement.

We will work closely with parents, carers and relevant professionals to understand each child's needs and identify ways to support their inclusion within the provision.

4. Identification of Needs

We identify SEND through:

- Observations of children's development
- Discussions with parents/carers
- Information from previous settings
- External professional input

Concerns are recorded and monitored using the graduated approach.

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5. Graduated Approach (Assess, Plan, Do, Review)

Forest & Play follows the graduated approach outlined within the SEND Code of Practice.

Assess

Children's needs are identified through observation, assessment, discussion with parents/carers and, where appropriate, advice from other professionals.

Plan

Outcomes, strategies and any reasonable adjustments are agreed in partnership with parents/carers and, where appropriate, the child and other professionals.

Do

Practitioners implement the agreed support strategies and monitor the child's participation, progress and wellbeing within the Forest School environment.

Review

The effectiveness of support is reviewed regularly with parents/carers and any relevant professionals. Strategies and outcomes are adjusted as required to meet the child's changing needs.

6. Individual Support

Where appropriate, Forest & Play may:

- Develop Individual Support Plans (ISPs).
- Carry out individual risk assessments.
- Consider reasonable adjustments to resources, activities and the environment where practicable.
- Provide additional support through individual, small group or targeted interventions where available and appropriate.
- Work with parents/carers and other professionals to identify strategies that support the child's participation, wellbeing and development.

The level of support provided will be determined by the child's individual needs, the resources and staffing available, and any additional funding or specialist support in place.



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7. Working with Families

We work closely with parents and carers to:

- Share information and observations
- Agree strategies and targets
- Provide support and guidance
- Ensure consistent approaches

8. Working with Other Professionals

We may work with:

- Speech and Language Therapists
- Occupational Therapists
- Educational Psychologists
- Health visitors and Early Help teams

We follow all recommendations to support the child effectively.

9. Inclusion and Participation

We ensure children with SEND:

- Are included in all activities where safe
- Have equal access to learning opportunities
- Are supported to build relationships
- Are encouraged to develop independence

10. Staff Responsibilities

All staff must:

- Be aware of individual children's needs.
- Consider and implement agreed support strategies and reasonable adjustments where practicable.
- Promote inclusion and positive participation for all children.

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- Work in partnership with the SENDCo (if appointed), parents/carers and other professionals where appropriate.
- Attend relevant training and seek guidance when required.

11. Training and Development

- Staff will receive SEND Awareness training as part of their induction
- Our SEN coordinator will attend networking meetings with Bucks CC and share and report back relevant updates during staff and planning meetings
- Staff will be encouraged to access relevant training, guidance and professional development opportunities relating to SEND, inclusion, communication, emotional wellbeing and additional needs.
- Where appropriate, advice and training may be sought from external professionals and specialist services to help meet the needs of individual children.

12. Recording and Confidentiality

- All SEND information is recorded securely
- Information is shared on a need-to-know basis
- Records are reviewed regularly

13. Transition

We support transitions by:

- Sharing information with new settings (with consent)
- Preparing children through visits and discussions
- Working with parents/carers and relevant professionals
- Offering home visits, where appropriate and with parental agreement, to help practitioners get to know the child, understand their individual needs and support a positive transition.

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14. Policy Review

This policy will be reviewed annually or following:

- Changes in legislation
- Feedback from families
- Identified improvements

Signed:

Name: Tracey Doidge

Role: Director/Registered Provider

Date: 15th June 2026