

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Policy statement:

Every child has the right to grow and develop, play, and take part in activities and experiences tailored to their needs and in line with the Equality Act 2010 and the Special Educational Needs Code of Practice, reasonable adjustments will be made.

All children in my setting have a right to be included in everything I offer. Each unique child will be supported and enabled to reach their full potential as part of my commitment to them.

Procedure:

I provide a positive and welcoming environment where children are supported according to their individual needs. I will work hard to ensure no child is discriminated against or put at a disadvantage because of their needs; I see that each child's needs are unique. I ensure all children feel valued and have a sense of belonging. Genuine inclusion is much more than a child with a place in my setting; it ensures their active and meaningful participation in my curriculum.

I am committed to working in partnership with parents to meet their child's individual needs and will consult in a clear, honest, and transparent way at all times.

I provide an environment that supports all children to thrive, in spaces that are calm, support regulation and where children's unique ways of learning, thinking, communicating, and playing are valued and validated through positive connections.

I have a clear approach to observing, identifying, and responding to a need at the earliest opportunity, working with parents/carers and respecting every child's skills and abilities.

I will ensure that progress, development, and emerging support needs are identified through a strength based, neuroaffirming lens, through regular observation and assessment. I will always highlight what children can do as well as discussing what children are unable to do at that moment. I will always provide time to discuss children's development needs with parents/carers in an empathetic, supportive manner that holds no judgement or criticism.

I will work with parents/carers and other professionals involved to support us in delivering the best support and provision we can for each child. This may include:

- Broadening knowledge through reading any other professional reports or assessments
- Where I am able, being available for and attending any meetings relevant to the child's needs, when asked

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- Observing each child's development and monitoring this for progression or any further areas of difficulty.

I will identify the specific needs of children with a diagnosis or who are on the pathway to diagnosis and meet those needs through a range of strategies. This will be discussed, planned, and reviewed in a clear and transparent process with all those involved in the child's care.

I will share any assessments made by the setting with parents and work in total transparency. I will always endeavour to support parents in seeking any help they or the child may need.

I will monitor and review my policy annually.

I will keep my knowledge and skills up to date, in neuroaffirming, strength-based practice.

I will ensure that my inclusive admissions practice includes equality of access and opportunity, identifying the child's needs, strengths, and areas of developmental challenge.

I will ensure that I provide an emotionally safe environment, for all children to be their true authentic selves.

I will provide a broad and balanced early learning environment for all children with additional support needs and/or visual, hearing, or sensory impairments.

I will provide differentiated activities, where required to meet all individual needs and abilities.

I will ensure the play needs/types and special interests of neurodivergent children are recognised, valued, and accepted.

I will work closely with parent/caregivers to create and maintain a positive partnership which supports their child.

I will ensure open, honest, and respectful communication, with parents/carers and professionals at all times.

I will ensure I keep the child at the centre of all I do.

I will guide families to towards the local authority Local Offer and continually update my knowledge on services available locally.

I will ensure that parent/caregivers are informed at all stages of the assessment, planning, provision and review of their child's care and education.

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I will support parents/caregivers on their child's SEND journey, without judgement and always as their advocate.

I will celebrate in the 'wins' of progress, however small, with the parents/caregivers.

I will liaise with other professionals involved with children with special educational needs and/or Impairments and their families, including transfer arrangements to other settings and schools.

I will ensure I work effectively with outside agencies, accessing additional training to support the delivery of quality health and medical care where appropriate and required to do so.

I use the graduated approach - Assess, Plan, Do, Review:

Assess

In line with the Early years foundation stage statutory framework for childminders, children starting will be observed and assessed in an appropriate manner within the first few weeks of their start date, this is to ensure a baseline is established and provision can be planned for. I regularly assess all children for their progress and development to be carefully monitored. I always listen to the views of parents and/or caregivers.

I will complete a Progress Check of all children at age two in accordance with the Early years foundation stage statutory framework for childminders.

If I am concerned about a child with no previously known needs, I will discuss this with the parents/caregivers and progress will be monitored carefully. If appropriate permission will be gained to refer to an outside professional for advice.

Where a child has identified SEND, their needs will be assessed on entry and all necessary interventions will be implemented as soon as possible, this will generate an action plan, in partnership with parents.

Plan

Where SEND support is required, I will draw up a plan outlining all adjustments and interventions which will be put in place, as well as reasonable and appropriate strength-based targets. This plan will have a date for review.

Do

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I am responsible for ensuring the child's learning and development needs are met daily, through effective and appropriate individualised support.

Review

I will continually monitor the plan. Parents/caregivers will be supported to participate in a review meeting on a regular basis, to ensure effective partnership participation. If a child continues to progress, not as expected, a referral to an appropriate support team or professional will be made, in full discussion with the parents/caregivers.

If though continued support a child continues to progress less than expected, I will consider requesting an assessment which may lead to the local authority issuing an Educational Health and Care Plan (EHCP).

Parents/caregivers will be kept up to date at every stage of this process.

Should it become apparent that the child requires constant one to one care, I reserve the right for safety reasons, to advise an alternative setting, if I feel that it would be more beneficial for the child. Due to working on my own in my home and have a safeguarding duty for other children in my care, I do not have the ability to offer one to one care.

This policy should be read in conjunction with my Inclusion policy.

Date policy was written	13 Aug. 25
This policy is due for review on the following date	13 Aug. 26

This policy supports the following Early years foundation stage statutory framework for childminders requirements:

Section 1 – Learning and development

- Learning and Development Considerations

Section 2 – Assessment

Section 3 – Safeguarding and welfare requirements

- Supporting and understanding children's behaviour