SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

Written by:

As a registered childminder, I aim to follow the requirements of the EYFS (2014) and the Childcare Register (2012) and provide an inclusive environment for ALL children and their families. I am also required to comply with the requirements of the Equality Act 2010 and the SEND (special educational needs and disabilities) Code of Practice 2014.

I will do this by:

- Regularly talking to parents/carer’s about the individual needs of each child
- Talking to children about their likes/dislikes and interests.
- Encouraging parents/carers to tell me about family culture/religion/beliefs.
- Providing a wide range of resources and activities which reflect the diversity of our local area and further afield.
- Supporting each child through sensitive observation, regular assessment and individually planned activities to achieve their full potential.
- Providing individual support depending on the child’s needs.
- Using the 2 year progress check to highlight if I believe a child is falling behind in any of the prime areas of learning.
- Focusing on the positive things that each child can do.
- Leading by example and challenging any form of prejudice.
- Providing resources which challenge stereotypical ideas.
- Sharing information about children’s learning and development – and providing ideas for home learning - with parents/carers as required by the EYFS.
- Seeking permission to ask for support from outside agencies where appropriate.
- Attending appropriate training to ensure I have the skills and knowledge needed to support children and their families.
- Encouraging children to respect each other as individuals.

I welcome your feedback on my service at any time and am happy to discuss my policies verbally, or provide them in a different format if you wish.

I am the designated SENCO (Special Educational Needs Coordinator) for this setting.

If I believe a child needs additional support, I will speak to parents and ask their permission to approach agencies which will support their child. I will follow the graduated approach laid out in the Department for Education SEND code of practice to ensure every child receives the best possible care and learning development -

A SEND guide for parents and carers is available from -

Signed: ____________________
Date: ____________________
Review date: ____________________
Writing a SEND Local Offer:
Use the following prompts to help write a Local Offer which can be shared with parents and Ofsted.

1. How does the early years setting know if children need extra help and what should I do if I think my child may have special educational needs or disabilities?
All children attending my childminding service are monitored and observed in line with the Early Years Foundation Stage. A 2 year old development check is carried out and shared with parents and any concerns regarding development will be discussed. The needs of the children who are new to my provision are identified through discussions with their parents/carers and any other professionals involved with the family - this enables me to identify the starting points in your child’s learning journey.
Parents are given their child’s observation folder on a termly basis and we meet up regularly to share progress, and discuss appropriate next steps for your child. At the beginning and end of each day there is time for you to talk with me.

2. How will the early years setting staff support my child?
Working alone; I give continuous care - supporting your child whilst they are away from home. This helps build confidence and positive self-esteem, helping your child to feel secure emotionally and physically. I share each child’s learning journeys with their parents or carers and communicate regularly and answer queries. I offer reassurance and inform the parents or carers of their child’s progress and ensure they are provided with all necessary information.
On starting with my service each child will receive an ‘All About Me’ form which focuses on their strengths, areas for development, home life, interests and language which helps identify the types of activities or support to be provided.

3. How will the curriculum be matched to my child’s needs?
The planning for each session is ‘child led’, so that their learning is built around the children’s interests; with guidance from me for their individual next steps. I provide activities for your child to learn within the area of need. I use the Early Years Foundation Stage Curriculum as a guide for the children’s development (https://www.gov.uk/government/policies/improving-the-quality-and-range-of-education-and-childcare-from-birth-to-5-years/supporting-pages/early-years-foundationstage).
Your child is a unique person. I allow them to explore and investigate, in a rich environment, with support, ensuring safety and extension of experiences as well as offering fertile ground for developing potential.
One-to-one support can be provided.
Observations are taken on your child and an assessment is made which will highlight areas of development that may need to be focused on. Planning will be addressed within these areas of learning.

4. How will both you and I know how my child is doing and how will you help me to support my child’s learning?
Every child has their own individual needs and to cater for this, I observe them during play and evaluate these in order to take their learning forward. Any concerns are shared and discussed with parents on a regular basis. If a child is not making progress, I can access further support from my Professional Association of Childcare and Early Years (PACEY) co-ordinator, the local authority or seek advice from other professionals.
Where English is not a child's first language I can work with my co-ordinator to access resources to support the child in my provision.
My service has a range of resources which your child can access which are age related or support the developmental stages. This includes large print books, posters in different languages, audio, visual equipment, flash cards, books in different languages and I also share and borrow resources from other childminders.

5. What support will there be for my child’s overall wellbeing?
I am responsible for ensuring your child is safe and secure; both emotionally and physically throughout the transition from home-based care to pre-school and later to full time education.
I maintain an inclusive service. My provision is risk assessed before each session for safety. The children help to check for broken toys at the end of sessions.
House rules made by the children are put in place as required.
I am trained in first aid. All medication is stored in a secure place. A record book is kept of all medications held and dosage, time of administration is recorded and signed by the parent.
I and any other adults in the house over 16 are Criminal records Bureau (CRB) or DBS (Disclosure and Barring Service) checked. I have trained at level 4 safeguarding which is updated regularly.
My service - policies include safeguarding/child protection, special needs and equal opportunities/inclusion.
I do not use photographic devices unless all other parents and carers have given their consent.

6. What specialist services and expertise are available at or accessed by the early years setting?
I have worked alongside adults with learning disabilities 18+ for 12 years as a development worker, admin officer, and manager and also providing support - I have also volunteered at my children’s school supporting children 5-11 with their reading skills.
I am currently working together with a parent and speech therapist for one of my minded children.
I have a strong network of support from other childminders and help to run a support group on a Wednesday morning.
I can access further expertise from my Professional Association of Childcare and Early Years (PACEY) co-ordinator, the local authority or seek advice from other professionals.

7. What training have the staff supporting children with SEND had or are having?
Training is undertaken regularly to ensure necessary knowledge and to enhance my professional development as the need arises.
I am always happy to work closely with parent carers and outside agencies to learn specific skills to support children with additional needs.
I have recently completed Disability Awareness, Autism Awareness and Flocare Infinity enteral feeding pump training.
I am first aid trained, have a level 3 childcare qualification and have trained at level 4 safeguarding.

8. How will my child be included in activities outside the early years setting including trips?
When planning any activities or outings which will involve their child, I will always welcome parents input and feedback.
All areas visited are wheelchair/buggy accessible and a risk assessment is carried out prior to the outing to ensure each child’s requirements are met.
The childminder support group has a Christmas party to which all children are invited; dietary information is held and implemented as needed.

9. How accessible is the early years setting environment? (Indoors and outdoors)
I work from my home in a terraced house in central Eastleigh. Access through the front door has a high step and also a step at the rear of the property to enter the garden. I have no wheelchair access. The ground floor of my house is used for childminding and I have downstairs toilet facilities.
I have a secure, enclosed rear garden for outside play and I am close to local parks and the town centre shops which are visited frequently.
I do two school runs a day to ....................... which is situated ............... 

10. How will the early years setting prepare and support my child to join the early years setting, transfer to a new setting / school?
I ask new children and families to attend settling in sessions before they start. This gives an opportunity for parents to meet me and my family, which in time will settle the child when the parents decide to leave them. For children moving on to primary school, transitions are supported in the same way. Primary school teachers come and visit your child in the home environment and are welcome to visit my provision too. Each child has the opportunity to visit their school on more than one occasion before starting.

11. How are the early years setting’s resources allocated and matched to children’s special educational needs?
I provide Government funded early years education places for eligible 2 year olds and all 3 & 4 year olds - (https://www.gov.uk/free-early-education).
Additional funding can be claimed for children with special educational needs (SEN).

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12. How is the decision made about what type and how much support my child will receive?
I will observe and make a decision on whether your child will benefit from extra support with the additional information from the 2 year check, when necessary. This will be discussed with my Professional Association of Childcare and Early Years (PACEY) co-ordinator and moved on from there. An Individual Education Plan will be devised for your child with your input. This is reviewed over a term to learn what impact the support has had on your child, and what should be put in to place next.

13. How are parents involved in the early years setting? How can I be involved?
Parents will be consulted whenever possible and kept up to date with their child's progress and care. They are regularly asked for any ideas for activities to extend their child's individual interests through play. I ask all parents to work with me on their children's learning and development. I have a working with parent's policy in place.

14. Who can I contact for further information?
The Services for Young Children, Area Inclusion Team, Portage, Children’s Centres and Health Visiting Team would all be able to provide information and advice. I have an open door policy and parents and carers are welcome to come in at any time to discuss their child's progress, face to face.

I can be contacted on ......................... Mon-Fri 7.30am – 5.30pm.

I do/do not have a website for my services.