



Special Educational Needs & Disabilities (SEND) Policy

As a Registered Childminder, I aim to follow the requirements of the EYFS (2021) and the Childcare Register (2020) 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 Disabilities) Code of Practice 2014.

Definition of Special educational needs (SEN)

- All children are individuals and have educational needs which are individual to them. Most of these needs are met by a variety of resources available and teaching styles appropriate to their peers.
- “A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.” (SEND Code of Practice, 2015, Page 15).

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

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (SEND Code of Practice, 2015, Page 15-16).

I will do this by:

- Regularly talking to Parents/Carers 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 Childs 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 kind of prejudice
- Providing resources which challenge stereotypical ideas
- Sharing information about Children's learning & 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 for you if you wish.

If I believe a Child needs additional support, I will speak to Parents/Carers and ask 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 & learning development.

Please find following some links for 1. SEND Code of Practice & 2. A SEND guide for Parents/Carers. 3. Equality Act 2010.

1. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
2. <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>
3. <https://www.legislation.gov.uk/ukpga/2010/15/contents>

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I will handle all data as required under GDPR Guidance