



## Special Educational Needs and Disabilities Policy

### **Policy Statement**

As a result of sections within the Children & Families Act 2014, a Special Educational Needs and Disability Code of Practice came into effect on 1<sup>st</sup> September 2014. This highlights that all children and young people are entitled to an education that enables them to make progress.

### **Procedure (How I will put this statement into practice)**

I recognise that I am the SENCO (Special Educational Needs Coordinator) for my setting and as such, it is my responsibility to work with parents to identify if a child is struggling in a particular area and may need additional support. I have access to and, where necessary, will refer to the SEND Code of Practice 2014 for further information.

As a childcare provider, Ofsted require me to be aware that some children may have special educational needs or disabilities and I will be proactive in ensuring that appropriate action is taken if a child needs support within my setting or from external agencies. I will promote the welfare and development of the child in partnership with parents and other relevant agencies. I have therefore put the following procedures in place.

If I feel that a child in my care is not meeting the expected developmental milestones for their age, or has difficulties in accessing the curriculum at the level expected for a child of their age and cultural/social background, I will keep observational notes and share my concerns with the child's parents/carers as soon as I have enough information to explain my concerns and suggest next steps to put in place. I will discuss what support I can provide within my setting, as well as the possibility of referring the child for support from external agencies, if we feel this is appropriate. Any such discussions will be kept confidential at all times and only discussed with other agencies with parental permission.

If I am caring for a child with SEND, I will be as inclusive as I can within my setting, by providing suitable adaptations to activities, wherever possible. I will aim to give all children access to the same curriculum experiences, whenever this can be achieved. I will, at all times, encourage the child's confidence and independence.

I will work in close partnership with parents/carers and discuss the need for specialist equipment or support, if appropriate. I will seek additional funding where available and provide as much of the equipment and support as I reasonably can. However, this may not always be possible due to restrictions such as lack of funding, available space within my setting, needing to share my time with other children, etc.

If I am unable to meet the additional needs of a child with SEND or if doing so affects the safety or wellbeing of other children in my setting, I will discuss this with parents/carers as soon as possible. If this should be the case, parents/carers may need to look for alternative childcare arrangements. In such a situation, if mutually agreed, our contract may be terminated with less than the standard notice period, to work in the best interests of the child.



Please ensure you have read and understand the Special Educational Needs and Disabilities policy and procedure.

**All policies and procedures are reviewed regularly and updated when necessary.**

This policy and procedure has been development in line with the EYFS welfare requirements and Ofsted guidance, and outlines the provider's responsibility to take all necessary steps to safeguard and promote the welfare of children.

This policy and procedure has been written by **Miss Caitlin Smith**, the Ofsted-registered childminder responsible for the care of children at **The Flower Cottage**, Dudley, West Midlands, DY2 7TQ.

THE FLOWER COTTAGE