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The statutory framework in England is the Early Years Foundation Stage (EYFS). The latest version of the framework is here: <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

The requirements of the EYFS in relation to SEND state:

Provision: providers must have arrangements in place to support children with SEN or disabilities. All providers who are funded by the local authority to deliver early education places must have regard to the Special Educational Needs Code of Practice (footnote).

SENCO: providers (in group provision) are expected to identify a SENCO. Childminders are encouraged to identify a person to act as a SENCO and childminders who are ... part of a network may wish to share the role between them.

Code of practice: a footnote links to the SEND Code of Practice:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The legal framework

The following legislation is relevant to this policy:

- Early Years Foundation Stage (EYFS) requirements (ages 0 – 5).
- The Childcare register requirements (ages 5+ years).
- Equality Act 2010.
- SEND Code of Practice 2014.
- Local Authority SEND guidance including the Local Authority SEND Local Offer.
- Any other relevant legislation and key documents as noted in the text.

Policy statement

All children are entitled to an education that enables them to make the best possible progress.

SEND procedures

Aims, values and principles are reflected in practice, in relation to, for example –

- Close working partnerships with parents.
- Including the voice of the child.
- Identifying and removing barriers to progress whenever possible.
- Having high expectations for all children through a well-planned, individualised curriculum.
- Making reasonable adjustments, as required by the Equality Act, to support each child.
- Meeting the diverse and individual needs of all children and their families.
- Close partnership working with other settings and / or agencies to support the child.

SENCO: as your childminder, I am the SENCO for the setting. I have further information about my roles and responsibilities which I can share with you on request. If I identify a child is not making the best possible progress in one or more areas of learning, or if parents approach me with concerns, I will work closely with you to provide additional support.

Code of practice: if your child receives the Government 2-, 3- or 4-year-old funding (age ranges to be expanded from 2024), I am legally required to have a copy of the SEND Code of Practice, which I will share with you on request.

Further SEND considerations

Admission policy: the Admission Policy is the same for all children and inclusive. I offer, for example, flexible settling-in sessions and support through the key person system.

I will share more information with you about how I manage admissions on request.

Identification and assessment: individual children are included, valued and supported using the Graduated Approach (assess, plan, do and review), for example –

- I speak to parents about the child, including their starting points.
- I use observation to identify children's needs as early as possible.
- I am ready to change the environment to support a child's individual care or learning needs.
- I ensure group planning is adapted to include every child, so all children receive the same curriculum experiences whenever possible.
- I update children's individual planning regularly with input from parents and note if, for example, a child needs specialist equipment or support and provide it where possible.
- With parental permission, I am happy to support children who already have an Education, Health and Care Plan in place and work closely with other agencies or professionals to support the child.

Please also see the Parent Partnership Policy.

Preparing children for transitions: I aim to support transitions for all children, for example, if they are moving on to a new room (in a group setting) or a new setting such as nursery or school. Procedures are in place for sharing information with other settings and parents will be consulted throughout the process. When requested, information will be shared with other settings and / or professionals to support the child.

Multi-agency meetings: where required, I will work with parents and other professionals to attend or submit information to meetings which are set up to support the child.

If you have any questions, please ask. Thank you.

Signed: 

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Policy updates

Updated 08.2023 – general wording check to ensure policy is current and valid.