



Special Educational Needs and Disability Policy and Procedure

3.61 Providers must have arrangements in place to support children with Special Education Needs and Disabilities (SEND). Maintained schools, maintained nursery schools and all providers who are funded by the local authority to deliver early education places must take into account the Special Educational Needs Code of Practice. Maintained schools and maintained nursery schools must identify a member of staff to act as Special Educational Needs Co-ordinator (SENCO) and other providers (in group provision) are expected to identify a SENCO. Providers may find it helpful to familiarise themselves with the early years section of the SEND Code of Practice (EYFS Statutory Framework 2024)

It is our policy to ensure that all children are treated equally, fairly and with respect. We aim to provide an inclusive and supportive environment where children can reach their full potential. It is our aim to do the best we can do - with the support of the Cheshire East Early Years team and multi-agencies to ensure that every child receives the best childcare and additional support if required, as in the case of children with special educational needs and/or disabilities.

It is our procedure to follow the Special educational needs and disability code of practice: 0-25 years (January 2015). This is a statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities.

By following this guidance we aim to meet our duty in relation to identifying and supporting all children with special educational needs and disabilities (SEND), whether or not they have an Education, Health and Care (EHC) plan. When meeting our duties we aim to consider the Children and Families Act 2014, Equality Act 2010, Working Together to safeguard children (2023) and the Early Years Statutory Framework (2024)

We aim to improve outcomes and hold high aspirations and expectations for children with SEN. We will achieve this by attending training, keeping up to date with relevant legislation, completing relevant paperwork, observing and assessing children, tracking their progress whilst referring to the non-statutory Early Outcomes guidance, completing progress checks when the child reaches the age of 2 (and sharing with parents), writing regular progress summaries thereafter (and sharing with parents), liaising with multi-agencies and encouraging early intervention when required, treating all children equally, fairly and respectfully and ensuring that our environment is supportive and inclusive. Staff are supported and supervised and there is an allocated SEN Co-ordinator and support SEN Co-ordinator at every setting. Please ask at your setting who your SENCo is.



The owner and Manager oversees every setting and is aware of every child and their needs. She ensures that resources are in place, support and guidance is given and that the environment is right for your child. She also encourages regular meetings with parents and multi-agencies to ensure each child is reaching their full potential and that we are doing the best we can for your child.

We follow the Early Years Foundation Stage (statutory framework for children aged 0-5 years) to include safeguarding and welfare requirements. Our Safeguarding policy and procedure is robust and has been adopted from Cheshire East Early Year's model.

By following the Equality Act 2010, we will not discriminate against, harass or victimise disabled children and we will make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at substantial disadvantage.

If children have medical conditions, we will ensure that steps are taken to get the support we require to meet those needs. This might involve following or creating a care plan, seeking advice from the child's health visitor or doctor and attending appointments to train in any administering procedures.

In addition to the formal checks we make (i.e. progress summaries), we will organise a meeting with parents and carers if a child appears to be behind expected levels, or where a child's progress gives cause for concern. At this meeting we will discuss the EYFS, Early Years Outcomes, observations we have made and progress we have tracked. This will be done in a sensitive and understanding manner to open up communication between both parties and to gain insight from the parents/carers. At this meeting we might suggest that we make a referral to other professionals and seek support and permission from the parents for this. This does not necessarily mean that the child has SEN, a learning difficulty or disability. The purpose of the meeting and possible referral procedure is to ensure that every child reaches their full potential, and to advise, that we as a setting want to support this without delay.

In supporting a child with SEN and or a disability, a plan will be in place between the setting, the parents/carers and other agencies/professionals. The child's Key Worker (the childcare practitioner the child spends the most time with at the setting) will, with the support of the SENCo, remain responsible for working with the child on a daily basis. A risk assessment is completed for each child with one to one support to ensure their needs can safely be met in the setting each day and detailing, in the event of unforeseen circumstances, what will need to happen eg if their one to one support is absent,

The impact and quality of support we offer will be reviewed on a regular basis, through regular meetings and liaison between the child's Key Worker, other professionals (if

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involved) SENCo and Manager/Owner. As the child progresses, continued support, new resources and equipment will be put in place.

Our SEN Co-ordinator will plan and prepare for transitions, e.g. if a child moves to another setting or school. This might involve liaising with the new setting, sharing observations, assessments and progress summaries, organising visits for staff of the new setting to meet your child in our environment or vice versa. Parents and Carers will be consulted at every stage. Any records we keep will be available to parents to view at any time.

Please ask who your SENCo is for your setting. Their role is to ensure that all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN. They advise and support colleagues. They ensure parents/carers are closely involved throughout and that their insights inform action taken by the settings. They also liaise with professionals and agencies outside the setting, e.g. Health Visitors, Speech Therapists.