Updated May 2025

Bristol Childminding
The heart of quality home-based childcare

# Special Educational Needs and Disability (SEND) Policy

## Aims

My setting provides high quality, broad-ranging and balanced play and learning opportunities to **all** children through the Early Years Foundation Stage Framework. I believe that each child is unique and should be equally valued, and that all children should be fully included in all aspects of my setting and should be encouraged to follow their own interests. My setting celebrates strengths, interests, and differences and provides an inclusive environment for children who have additional needs, who are neurodivergent and/or disabled (collectively referred to as children with Special Educational Needs (SEND)) and their families. As outlined in this policy, I ensure that the disability duties of the Equality Act 2010 are implemented in my setting in relation to the children and the adults. I actively promote equal opportunities and strive to eliminate prejudice. I implement the Special Educational Needs and Disability Code of Practice 2015, as outlined in this policy. I work in close partnership with parents and carers to ensure their children are safe, happy, and making progress. I will signpost parents and carers who would like information around SEND services in the city to Bristol City Council's Local Offer website SEND Local Offer (bristol.gov.uk)

## Special Educational Needs Coordinator (SENCo)

If I needed advice around inclusion or identified differences in a child's development, I would contact Bristol City Council's Early Years Inclusion Officer (Rachael Clelland rachael.clelland@bristol.gov.uk ) who is the SENCo for Bristol Childminders. The SENCo can help me to consider appropriate next steps and provide some ideas for initial strategies to use as part of a 'Graduated Approach' as outlined in the SEND Code of Practice. The SENCo may signpost to other services such as a Speech and Language Therapy.

The SENCo may advise a referral to a Specialist Children's Centre Inclusion Practitioner (SCCIP) if needed; this would be following discussion and with the agreement of the parent.

The SCCIP role includes providing dedicated support to children and their families who are accessing a childminding placement and includes the following responsibilities:

- Assist the Childminder with interventions and strategies to support the child's learning and development. This could include modelling of the interventions.
- Support the Childminder with relevant paperwork needed to monitor the child's progress which might include writing an Individual Education Plan (IEP).
- Support the Childminder in monitoring IEP's.
- Link with relevant professionals involved with the child as part of a holistic child and family centered approach.
- Support the Childminder to apply for Early Years SEN Panel Funding if they feel they may need an enhanced adult:child ratio to fully support the child and make provision for their developmental differences.
- Provide ongoing support to the Childminder in using the Differentiated Early Years Outcomes (DEYO)
- Plan and arrange the process for a Special Educational Needs (SEN) Support Plan to be completed and reviewed regularly.

## Settling arrangements

*Include information around your general settling arrangements here …….*
Children's individual differences will be discussed with their parents/carers, and I will adapt to meet their requirements. I will be flexible in planning the day during the settling in period so children can get to know me/us at their own pace.

## Support available to children with developmental differences / facilities to increase access

All adults in my setting celebrate strengths, interests and differences of children who have additional needs,

who are neurodivergent and/or disabled. I seek to offer the appropriate level of support for individual children, including accessing additional funding to support children through Bristol City Council's Early Years Special Educational Needs Panel where necessary.

**Training**

My setting has a commitment to training in all areas of practice and I attend training relevant to inclusion and celebrating strengths, interests and differences of children who have additional needs, who are neurodivergent and/or disabled. *Here you could mention relevant training completed or areas of expertise: examples: I am able to use Makaton signs; I have attended a session on visual aids in the environment etc...*

**Facilities**

*Here provide information about accessibility of the premises i.e. how children and adults enter the building. Your setting may be on one level, have ramp access, and have wide doors. Mention carpeted areas, accessible toilets, changing facilities, quiet room(s), acoustics and lighting: i.e. blinds to prevent glare, colour contrast, outdoor play facilities and how accessible they are.*

**Resources and the Learning Environment.**

Learning Opportunities

Children who have additional needs, who are neurodivergent and/or disabled have access to an early years curriculum, which is 'differentiated' for them appropriately. This is done by the way opportunities are presented and explained to children, by the amount of support given to children, by what I expect of the children, always building on success and extending children's own interests. Children's Support Plans and Individual Education Plans are used to support access to learning opportunities where appropriate.

Resources

I adapt my resources to suit the strengths, interests, and differences of individual children.
*You could state that you visit a resource centre which has inclusive resources on loan, and that you will seek to access special seating if needed by a child, that you have story books and resources that portray positive images of disabled children and adults, that you will seek specialist advice if necessary regarding resources needed by individual children.*

Learning environment

I arrange the furniture, lay out the equipment and use the space in my setting so all children have maximum independence, are comfortable and feel respected.

**Identification, assessment, and provision for children with developmental differences**

All the children are observed in their play and interactions. Their learning records reflect their development and their interests. I differentiate opportunities so that children with a range of differences can access them.

**Links with other agencies and settings**

In liaison with a SENCo or a Specialist Children's Centre Inclusion Practitioner, I work with other agencies and professionals when appropriate and for the benefit of the child. I have links with……
*e.g. health visitors, speech therapists, specialist teachers etc.*

I liaise with the local nurseries/schools/Children's Centres to plan a smooth transition for children in partnership with their parents/carers. I will transfer information on the child's progress with parents/carers permission. When a Bristol SEND Support Plan is in place, a review will be shared with the receiving setting and all professionals involved with the child in partnership with parents/carers.

**Partnership with parents/carers**

I am committed to working in equal partnership with all parents/carers. Parents are given access to this policy. I am always available to answer parent's questions. I have regular informal contacts with parents.

Parents are involved in all the steps of planning and reviewing their child's development; parents are involved with developing Support Plans, and Individual Education Plans, and any differentiation for their child, so that there is continuity both at my setting and at home.

**Listening to children's views**

I have different ways of enabling young children to make choices and to express their feelings in my setting. I use language and alternative or augmentative communication at their level of understanding which might include signing, significant objects, photographs, line drawings or puppets. I involve children's interests and views when developing Support Plans and Individual Education Plans, having observed them carefully and listened to their parents. I find ways of giving children feedback on how they are doing, and I build on success.

**Review and monitoring of the policy**

This policy will be reviewed yearly or when necessary, in relation to any changes in the law and guidance. As a reflective practitioner I evaluate the effectiveness of this policy by……

*Evaluating the effectiveness of the policy may include:*

- *Observation(s) of how activities are differentiated*
- *Reviewing how strengths, interests and differences of children who have additional needs, who are neurodivergent and/or disabled have been supported and the effectiveness of their Individual Educational Plans (IEPs)*
- *Logging training relating to inclusion, disability, equality and to supporting children who have additional needs, who are neurodivergent and/or disabled.*
- *Auditing the language and the images within the setting to make sure they reflect positively on all children and adults.*
- *Monitoring adults' increased confidence in including children who have additional needs, who are neurodivergent and/or disabled.*
- *Monitoring the satisfaction of parents/carers of children who have additional needs, who are neurodivergent and/or disabled.*

This policy was last reviewed…May 2025……. (date)

This policy was last reviewed……May 2026……. (date)