



## Special Educational Needs and Disability Policy and Code of Practice

As a Registered Childminder, I recognise that some children with special educational needs and disabilities (SEND) may have a learning difficulty and endeavour to operate a service which is inclusive to all. I understand that partnerships with parents play a key role in enabling children with SEND to achieve their potential and recognise that sharing any key information, knowledge and experience that parents hold plays a crucial part in my delivery of these children's education. I assess all children through the EYFS using regular observations, formative and summative assessments and a 2 year old Progress Check report.

- I will work closely with staff from other agencies such as local and community health services and speech and language.
- I will work towards ensuring the best possible learning outcome for each individual child.
- I will work with parents to keep fully informed about their child's needs, and share all relevant records I keep on their child with them.

### Procedure

- I will ensure the provision for a child with SEND will match the nature of their needs taking regard to the SEND Code of Practice 2015.
- I will adhere to the local SEND pathway for support which outlines a graduated approach and refer your child to the Plymouth Children's Gateway Services
- I may use the Early Help Assessment Tool (EHAT) to access help for your family and child if this is appropriate.
- In order to assess your child's needs I may put an Individual Educational Plan (IEP) in place. This involves the recording and implementing of plans to develop a child's learning and abilities through small targeted actions. Information on the IEP's which will be decided in conjunction with parents and signed by all parties, where possible, will be updated at point of need and reviewed termly. This plan will be continued until it is no longer needed. If this doesn't help I will then look at what additional help can be put in place to support your child's development and a request may be made to Early SEND.

- It may then be necessary for me, in consultation with you, the parent, to consider whether to request support through the Multi-agency Team around the Child (TAM). As part of the TAM, the support would be led by a named Lead Professional. If your child needs referral to either a Speech and Language team or Children and Adolescents Mental Health Service (CAMHS) this would require a separate referral.
- For some children the help given through the TAM will not be sufficiently effective to enable a child to progress satisfactorily. It will then be necessary for me, in consultation with you, the parents, and external agencies already involved, to consider whether a SEND Support Plan may be appropriate.
- If all the above is not sufficient I would support a Statutory Education, Health and Care Assessment to decide whether an EHC Plan was appropriate. This would be led by a named Lead Professional working for the child in the TAM.
- At all stages you, the parent, will continue to be involved and your child's progress will be regularly recorded and reviewed.
- I will ensure during transition to school or other providers that appropriate information and records are transferred.