



Special Educational Needs and Disabilities Policy

Policy Statement

Enya's Childcare is committed to providing an inclusive environment in which every child is valued, respected and supported to reach their full potential.

We welcome all children and families regardless of disability, special educational needs, gender, race, ethnicity, religion or belief, or any other protected characteristic.

We recognise that every child is unique and that children develop and learn at different rates and in different ways. We will work in partnership with children, parents and carers, and other professionals to identify children's individual needs as early as possible and provide appropriate support.

We will make reasonable adjustments where required to enable children with disabilities to access our provision, activities, facilities and learning opportunities.

We will work in accordance with the requirements of the current Early Years Foundation Stage (EYFS) statutory framework, the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years, the Equality Act 2010 and other relevant legislation and statutory guidance.

Where appropriate, we will openly discuss our facilities, resources, staffing, experience and ability to meet a child's individual needs with prospective and existing parents and carers.

We recognise that parents and carers are important partners in supporting children's development and will involve them in decisions about their child's education, development and support.

Legislation and Statutory Guidance

This policy is based on the legislation and statutory guidance applicable to early-years provision in England, including:

- **Children and Families Act 2014**
- **Childcare Act 2006**
- **Equality Act 2010**
- **Special Educational Needs and Disability Regulations 2014**
- **Special Educational Needs and Disability Code of Practice: 0 to 25 years**
- **Early Years Foundation Stage (EYFS) Statutory Framework - current version applicable to the setting**
- Other relevant statutory guidance and local authority arrangements concerning children with SEND.

The Equality Act 2010 places duties concerning discrimination and reasonable adjustments, including in relation to the provision of services.

The current EYFS statutory framework applies to early-years providers in England, and the latest version came into force on **1 September 2026**. Providers are required to follow the current framework applicable to their type of provision.

The SEND Code of Practice: 0 to 25 years remains the principal statutory guidance for the SEND system and applies to certain early-years education providers. The current GOV.UK version was last updated in September 2024.

Aims

Enya's Childcare aims to:

- provide an inclusive environment in which all children can learn, develop and participate;
- identify children's additional needs as early as possible;
- provide appropriate support and interventions based on each child's individual needs;
- work in partnership with parents and carers;
- involve children, where appropriate to their age and understanding, in decisions about their support;
- provide a broad, balanced and developmentally appropriate curriculum that reflects children's interests, strengths and individual needs;
- make reasonable adjustments to policies, practices, activities and the physical environment where appropriate;
- work collaboratively with relevant professionals and external agencies;
- support effective transitions between settings and into school;
- monitor and review SEND provision to ensure it remains effective;
- ensure that staff have appropriate knowledge, skills and training to support children with SEND;
- promote equality of opportunity and prevent discrimination;
- maintain appropriate records while respecting children's privacy and confidentiality.

What is Special Educational Needs (SEN)?

A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child may have SEN if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

A child does not need to have a medical diagnosis in order for their needs to be recognised or for appropriate support to be provided.

We will consider the individual needs of each child and will not rely solely on a diagnosis when deciding what support may be appropriate.

Inclusion and Equality

Enya's Childcare is committed to inclusive practice.

We will seek to ensure that children with SEND are able to participate as fully as possible in the everyday life of the setting.

Where a child has a disability, we will consider whether reasonable adjustments are required. These may include adjustments to:

- the physical environment;
- activities and experiences;
- routines and transitions;
- communication methods;
- the way information is presented;
- equipment and resources;
- staffing arrangements;
- the organisation of the learning environment.

The Equality Act 2010 contains duties concerning reasonable adjustments where a disabled person would otherwise be placed at a substantial disadvantage.

We will consider reasonable adjustments on an individual basis and will work with parents, carers and relevant professionals when determining appropriate support.

We will not discriminate against a child because of their disability or special educational needs.

Identification and Early Support

Early identification of additional needs is important.

All staff have a responsibility to observe children's development, recognise emerging needs and share relevant concerns with the child's key person and SENCO.

Identification may arise through:

- ongoing observation;
- assessment and tracking of development;
- information provided by parents or carers;
- information provided by previous settings;
- concerns raised by practitioners;
- concerns raised by other professionals;
- a child's behaviour, communication, interaction or development;
- difficulties accessing activities or the learning environment;
- a child's response to particular sensory experiences;
- concerns about physical or developmental needs.

We will follow the **assess, plan, do, review** approach recommended by the SEND Code of Practice.

Where a child is identified as potentially having additional needs, we will:

1. gather relevant information;
2. discuss concerns and observations with parents or carers;
3. consider the child's strengths, interests and needs;
4. identify appropriate strategies and support;
5. put the agreed support into practice;
6. monitor the child's progress;
7. review the effectiveness of the support;
8. involve external professionals where appropriate.

Special Educational Needs Coordinator (SENCO)

The SENCO at Enya's Childcare is:

Hannah Melton

The SENCO is responsible for coordinating the setting's approach to supporting children with SEN.

The SENCO will:

- coordinate the identification and assessment of children with additional needs;
- support staff in identifying and responding to children's needs;
- maintain appropriate records relating to SEND;
- coordinate the assess, plan, do and review process;
- work closely with children's key persons;
- support staff in adapting activities and the learning environment;
- advise colleagues about appropriate strategies and resources;
- work in partnership with parents and carers;
- liaise with relevant external professionals and agencies;
- support referrals where appropriate;
- contribute to transition arrangements;
- monitor the effectiveness of SEND provision;
- identify relevant staff training needs;
- keep up to date with SEND legislation, statutory guidance and local arrangements;
- contribute to the setting's self-evaluation and quality improvement processes.

The SENCO will work alongside the setting manager and other staff to ensure that SEND is considered as part of the setting's overall approach to inclusion and safeguarding.

The current early-years SENCO role and qualification guidance should be read alongside the SEND Code of Practice.

The Role of the Key Person

The child's key person plays an important role in supporting children with SEND.

The key person will:

- develop a positive relationship with the child and family;
- observe and assess the child's development;
- identify strengths, interests and emerging needs;
- implement agreed strategies and support;
- contribute to planning and reviews;
- communicate regularly with parents and carers;
- share relevant information with the SENCO;
- support the child to participate in the full range of activities available at the setting.

The key person and SENCO will work together to ensure that support is embedded within everyday practice rather than being limited to separate or isolated activities.

Working with Parents and Carers

Parents and carers are central to the identification and support of children with SEND.

We will:

- listen to parents' knowledge and understanding of their child;
- share observations and information openly and sensitively;
- involve parents in decisions about assessment and support;
- seek parental views when reviewing provision;
- provide information about relevant support services;
- signpost parents to independent advice and support where appropriate;
- obtain appropriate consent before sharing information with external professionals, subject to safeguarding and other legal requirements.

Parents and carers will be encouraged to raise concerns or discuss their child's development with the key person, SENCO or manager at any time.

Where parents and the setting have different views, we will seek to resolve concerns through open communication and the setting's complaints procedure.

Assess, Plan, Do and Review

Where a child requires additional support, Enya's Childcare will use a graduated approach.

Assess

We will gather information about the child's development, strengths, interests and areas of need.

This may include information from:

- parents and carers;
- the child;
- the key person;
- the SENCO;
- other practitioners;
- previous settings;
- health professionals;
- other relevant professionals.

Plan

Where additional support is identified, we will agree appropriate outcomes and strategies.

Plans will be proportionate to the child's needs and may include:

- changes to the learning environment;
- adapted activities;
- additional adult support;
- visual or communication resources;
- sensory strategies;
- targeted activities;
- specialist equipment;
- advice from external professionals.

Parents will be involved in planning wherever appropriate.

Do

The agreed strategies and support will be implemented by the relevant staff.

The SENCO will provide guidance and monitor implementation.

Review

Support will be reviewed regularly to consider:

- the child's progress;
- whether the agreed outcomes are being achieved;
- whether the strategies are effective;
- whether different or additional support is required;
- the views of the child, where appropriate;
- the views of parents and carers;
- advice from relevant professionals.

The plan will be amended where necessary.

Individual Support Plans

Where appropriate, an individual support plan may be developed for a child.

The plan may record:

- the child's strengths and interests;
- identified needs;
- desired outcomes;
- strategies and interventions;
- reasonable adjustments;
- resources or equipment required;
- responsibilities of staff;
- involvement of parents and carers;
- involvement of external professionals;
- review arrangements.

Plans will be reviewed regularly and amended according to the child's changing needs.

Education, Health and Care Plans (EHCPs)

Some children may have an **Education, Health and Care Plan (EHCP)** issued by their local authority.

An EHCP is a statutory plan covering the child's education, health and social care needs where the relevant legal criteria are met.

Enya's Childcare will:

- contribute information to an EHC needs assessment where requested and appropriate;
- work with parents and relevant professionals;
- support the child's outcomes and provision identified within the EHCP;
- participate in relevant reviews;
- provide information about the child's progress and needs;
- support transition arrangements.

Enya's Childcare does not itself issue an EHCP. EHCPs are part of the statutory local-authority process.

Working with External Professionals

Where appropriate, we will work with relevant professionals and agencies, which may include:

- the local authority's early years SEND team;
- area SENCO services;
- health visitors;
- speech and language therapists;
- occupational therapists;
- educational psychologists;
- paediatric services;
- specialist teachers;
- family support services;
- other professionals involved in supporting the child.

We will share relevant information appropriately and, wherever required, with parental consent.

Where safeguarding concerns arise, information may be shared without consent where this is necessary and lawful to protect a child.

The government is introducing an **Experts at Hand** offer from September 2026, with local areas developing arrangements to bring professionals such as speech and language therapists, occupational therapists and educational psychologists closer to mainstream early-years settings. Availability and implementation will vary locally.

Curriculum and Learning

Enya's Childcare will provide an inclusive learning environment that reflects the individual needs, interests and development of each child.

Activities will be planned to enable children with SEND to participate as fully as possible.

Practitioners will adapt activities where necessary rather than unnecessarily excluding children from experiences.

Examples may include:

- adapting instructions;
- using visual supports;
- providing additional processing time;
- adapting resources;
- changing the size or complexity of activities;
- offering alternative ways of communicating;
- adapting the physical environment;
- providing additional adult support;
- using sensory strategies;
- breaking activities into manageable steps.

We will focus on what children **can do**, their strengths and their progress, while identifying appropriate support for areas where they experience difficulty.

Physical Environment and Accessibility

We will regularly consider whether the physical environment enables children with SEND to participate safely and meaningfully.

Where reasonable and appropriate, adjustments may include:

- changes to room layout;
- accessible equipment;
- adapted furniture;
- improved access;
- visual signs and prompts;
- quieter areas;
- sensory resources;
- adapted toileting or personal-care arrangements;
- changes to routines.

We will discuss individual access requirements with parents and relevant professionals.

We recognise that accessibility involves more than physical access and will also consider communication, sensory, social and learning needs.

Communication and Partnership

We recognise that some children may require additional support with communication and interaction.

We will use appropriate communication strategies according to individual need, which may include:

- visual prompts;
- photographs;
- symbols;
- gestures;
- simplified or adapted language;
- additional processing time;
- objects of reference;
- communication aids;
- advice from speech and language professionals.

Parents and carers will be consulted regarding communication strategies used at home and in the setting.

Privacy, Confidentiality and Record Keeping

Information relating to children with SEND will be handled sensitively and stored securely.

Information will only be shared with people who have a legitimate need to know, subject to applicable data protection and safeguarding requirements.

SEND records will be maintained in accordance with the setting's privacy, confidentiality, record-keeping and data protection procedures.

When intimate or personal care is provided, staff will respect the child's dignity, privacy and individual needs.

Staff Training and Development

Enya's Childcare is committed to ensuring that staff have appropriate knowledge and skills to support children with SEND.

Training may include:

- SEND awareness;
- communication and interaction;
- speech, language and communication needs;
- autism awareness;
- sensory needs;
- physical disabilities;
- supporting children's emotional and social development;
- inclusive practice;
- use of specialist resources;
- relevant safeguarding matters;
- reasonable adjustments and equality.

Training needs will be identified through supervision, staff meetings, observations, reviews, changes in legislation and the needs of individual children.

Transitions

We recognise that transitions can be particularly important for children with SEND.

We will work with parents, carers, other settings, schools and relevant professionals to support successful transitions.

Transition planning may include:

- sharing appropriate information;
- visits to the new setting;
- photographs or visual information;
- meetings between professionals;
- gradual introductions;
- sharing successful strategies;
- preparing the child for changes in routine;
- supporting parents and carers.

Where a child has an EHCP or other formal support plan, relevant transition arrangements will be considered as part of the planning process.

Funding and Additional Resources

Where appropriate, Enya's Childcare will work with the local authority regarding available SEND funding and support arrangements.

This may include relevant local arrangements for:

- Special Educational Needs Inclusion Funding (SENIF);
- Disability Access Funding (DAF);
- high-needs funding;

- specialist equipment or resources;
- professional advice and support.

Funding arrangements may vary between local authorities.

For 2026–2027, the Department for Education has introduced an Inclusive Early Years Fund to support greater inclusion of children with SEND, alongside existing funding arrangements. Local implementation and eligibility arrangements are determined through local authorities.

Safeguarding

Children with SEND may be particularly vulnerable to abuse or neglect.

Our safeguarding procedures apply equally to all children, with additional consideration given to any individual vulnerabilities or communication needs.

Staff will:

- remain alert to changes in behaviour, communication or presentation;
- understand that some children may communicate distress differently;
- provide appropriate opportunities for children to communicate;
- follow the setting's safeguarding and child protection procedures;
- report concerns promptly to the designated safeguarding lead;
- work with external agencies where appropriate.

SEND must never be used as an explanation for changes in behaviour or presentation that could indicate a safeguarding concern.

Complaints and Concerns

Parents and carers are encouraged to raise any concerns about their child's SEND support with the key person, SENCO or manager in the first instance.

We will listen to concerns and seek to resolve them constructively.

Where a concern cannot be resolved informally, the setting's formal complaints procedure is available.

Parents will be informed about sources of independent advice and support where appropriate.

Monitoring and Review

The effectiveness of SEND provision will be monitored regularly.

The SENCO and management will consider information from:

- children's progress and development;
- support-plan reviews;
- observations;
- staff meetings;
- parent and carer feedback;
- children's views where appropriate;
- external professionals;
- training and supervision;
- complaints and compliments;
- local authority support;
- inspection findings;
- changes to legislation and statutory guidance.

The policy will be reviewed annually and sooner where there are significant changes to legislation, statutory guidance or the needs of the children attending the setting.

This policy was adopted by: Enya's Childcare	Date: 23.09.26
To be reviewed: 23.09.27	Signed: L Redwood

Written in accordance with the Early Years Foundation Stage (EYFS) Statutory Framework for Group and School-Based Providers (Effective from 1st September 2026)