

T: Special educational needs - Childminders

What do I need to know?

- Legal framework
 - [The Special Educational Needs and Disability Regulations 2014](#)
 - [Equality Act 2010: guidance](#)
 - [Children and Families Act 2014](#)
- [Early years foundation stage statutory framework for childminders](#) page 30, paragraphs 3.76

Supporting and understanding children's behaviour (page 42 of audit)	Things to consider and discuss:
Do you ensure you have arrangements in place to support children with Special Educational Needs and Disabilities (SEND)?	<ul style="list-style-type: none"> • How do you identify children with Special Education Needs and Disabilities (SEND)? • If you were unsure about a child's specific needs, how would you improve your knowledge and skills in this area? • Where would you seek support if you identified, through observation and assessment, a child who was at risk of delay? • How do you monitor the progress of a child with SEND? • How do you obtain and share information with parents, carers and other professionals working with the child to ensure to the needs of all children are met? • How do you ensure that you communicate effectively with wider agencies? • Do you need to seek parental consent to share information with other professionals? • How do you communicate effectively with the child's parents about their child's specific needs and how they can support at home? • Do you gather information from the parents about the child, including medical conditions, any healthcare plan which might be in place, any professionals involved with the child, any behavioural management strategies? How do you do this? How is this information shared? How is it kept safe and secure? • How do you know if any children need a specific risk assessment?

Supporting and understanding children's behaviour (page 42 of audit)	Things to consider and discuss:
<p>Have you identified a person to act as a SENCO (SEND coordinator)?</p>	<ul style="list-style-type: none"> • Who is your designated SENCO? • How do you know they have relevant experience and, or training to complete their role? How do they know what their job roles and responsibilities are? • Do you know where and when further training and, or networks can be accessed and how often SENCO training should be completed? • How does the SENCO communicate effectively with the relevant staff and parents and, or carers?
<p>If you are registered with a CMA, or are part of a network, are you aware that you may wish to share the role between you?</p>	<ul style="list-style-type: none"> • How do you ensure when sharing the role of the SENCO that other childminders have the relevant qualifications and experience to complete their role? • How do you ensure when sharing the role of the SENCO that you each know your roles and responsibilities? • How do SENCO's sharing the role communicate effectively with each other, and parents and, or carers?
<p>Have you familiarised yourself with the early years section of the SEND Code of Practice January 2015.pdf (publishing.service.gov.uk)</p>	<ul style="list-style-type: none"> • How do you ensure you and any assistants are aware of and have due regard for the SEN code of practice? • How do you know it has been acted upon; can you talk confidently about this? • Have you or any assistants received training, where necessary, and how has this training impacted their and, or your practice? Is training effectively disseminated? • How do you help children and families to be inclusive, and how do you tackle discrimination?

Useful links and further help:

[How healthy behaviour supports children's wellbeing](#)

[SEND: guide for early years settings](#)

[SEND: guide for parents and carers](#)

[Derbyshire Information, Advice & Support Service for SEND](#)

[Derbyshire Local Offer](#)

[Early years special educational needs \(SEN\) - Derbyshire Local Offer](#)

For advice and support email: EarlyYears.SENHelpline@derbyshire.gov.uk

[Derbyshire SchoolsNet - Early Years](#)

[Derbyshire Early Years Service - Eventbrite](#)

Email: CS.EYS@derbyshire.gov.uk