

S: Special educational needs

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](#)
- [Statutory framework for the early years foundation stage](#): page 37, paragraph 3.68

| Special educational needs (page 46 of audit) | Things to consider and discuss: |
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| <p>Do you ensure you have arrangements in place to support children with SEN or disabilities?</p> | <ul style="list-style-type: none"> • Which children in your provision have a special educational need or disability (SEND)? • How do you identify children with 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? • 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 communicate effectively with the child’s parents about their child’s specific needs and how they can support at home? • How do you know if any children need a specific risk assessment? |

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| <p>If you are a maintained nursery and/or a maintained nursery school or a provider who is funded by the local authority to deliver early education places, do you ensure you have regard to the Special Educational Needs Code of Practice? SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)</p> <p>If you are a maintained school and/or a maintained nursery school or a provider (group provision), do you ensure you have identified a member of staff to act as Special Educational Needs Co-ordinator (SENCO)?</p> <p>If you are a childminder, have you identified a person to act as a SENCO? Are you aware if you are a childminder who is registered with a childminder agency or who is part of a network you may share this role between you?</p> | <ul style="list-style-type: none"> • How do you ensure staff have the relevant training on how to support children in your provision with SEND? • How do you accommodate staff: child ratios for any children for have SEND? • If a child has SEND and is a Child in Care, do you know how to make the Virtual School aware so that they can offer support? • What arrangements to do put in place to ensure that children with SEND have sufficient transitional visits when starting and leaving your provision? • Have you consulted the Equalities Act and know how to make reasonable adjustments to make your setting inclusive for all children? What adjustments have you made? • How do you ensure staff 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 staff received training, where necessary, and how has this training impacted their practice? Is training effectively disseminated to other staff? • How do you help children and families to be inclusive, and how do you tackle discrimination? • Who is your designated SENCO? • How do you know they have relevant qualifications and experience to complete their role? How do they know what their job roles and responsibilities are? • Do you know where and when further training/networks can be accessed and how often SENCO training should be completed? • How does the SENCO communicate effectively with the relevant staff and parents/carers? • 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, other relevant staff and parents/carers? |
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Useful links and further help:

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

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

[SEN and Disability in the Early Years Toolkit](#)

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

[Derbyshire Local Offer](#)

[Derbyshire County Council - Early Years Special Educational Needs Support Service](#)

[Derbyshire County Council - Early Years Special Educational Needs Panel](#)

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

[Derbyshire SchoolsNet - Early Years Quality Team](#)

[Derbyshire Early Years Service - Eventbrite](#)

Email: CS.EYS@derbyshire.gov.uk