



AUTUMN COTTAGE CHILDCARE

SUPPORTING CHILDREN WITH

SPECIAL EDUCATIONAL NEEDS

AND DISABILITIES (SEND)

Issued: April 2026

Next Review: April 2027

POLICY STATEMENT

For a child with Special Educational Needs and Disabilities (SEND), Autumn Cottage Childcare (AC) will:

- Follow the SEND Code of Practice (2021), including the appointment of a Special Educational Needs Co-ordinator (SENCO).
- Strongly promote equality of opportunity.
- Have a clear approach for identifying, responding to, and meeting the child's needs – using an Assess, Plan, Do, Review methodology.
- Provide an environment in which the child is supported to reach their full potential, through experienced and dedicated Early Years practitioners.
- Support and involve parents through active listening and acting on wishes and concerns.
- Where appropriate, work in partnership with the Local Authority and other external agencies to ensure best outcomes.
- Annually monitor and review practice and provisions and, if necessary, adjust.

METHODOLOGY

ADMISSION

- A flexible admission policy.
- Children already identified with SEND are admitted after consultation between parents, Manager and Key Person (See Child Management Policy), and whether the setting will be able to cater for their needs.

ASSESS

- Some children with SEND may not always be identified until they have been attending AC for a while.
- If, following its observational procedures, AC are of the opinion that a child has or potentially has SEND, AC will meet with the child's parents, Key Person, and the SENCO to discuss the child's needs. This initial assessment will be reviewed regularly and ensure that support is matched to their need.

PLAN

- When formal SEND support is required, the parents, Key Person and SENCO will formulate a plan of strategies and outcomes to put in place, agree expected impact and progress, and set a review date.



DO

- The child's Key Person and SENCO will work with the child to ensure the plans are implemented and parents are encouraged to reinforce these strategies at home.
- The children will be encouraged and helped to join in with all learning experiences and not be excluded from any activities. However, these may be customised to their needs and development.

REVIEW

- The child's progress and achievements are shared and discussed with parents on a regular basis.
- From within the setting, practitioners consider the child's progress in communication and language and physical personal, social and emotional development. Similarly, the impact and effectiveness of the existing support is reviewed and evaluated.
- If there is little or no improvement in the child's progress, more specialist assessment may be required, arranged with parental consent. This may involve the Area Inclusion Officer, Health Visitors, speech and language therapists, educational psychologists, Portage, Sure Start etc.
- If it is felt that a child's needs cannot be met in the setting without additional personnel and/or equipment, funding will be sought (where available) to ensure that appropriate provision is achieved.
- Any changes arising to the existing plan or additional next steps should be agreed by parents, Key Person, and SENCO. Each change in plan will be reviewed.
- AC ensures the effectiveness of its SEN provision by collecting information from a range of sources e.g. staff meetings, parental and external agency's views, inspections, and complaints. AC provide a complaints procedure.

AC carry out a 2yr progress check on every child admitted before their 3rd birthday, which identifies the child's strengths and any area where the child's progress is slower than expected.