**Special and Additional Support Needs (SEND) Policy (Updated for EYFS 2025)**

**Policy Statement:** At Little Acorns preschool, we are committed to **providing an inclusive, accessible, and supportive environment** for children with special and additional support needs (SEND). Our aim is to ensure that **all children receive the care, learning experiences, and support they need** to thrive in our setting. This policy outlines our **approach to meeting the diverse needs of children with SEND**, in line with **statutory guidance, best practices, and the EYFS 2025 framework**.

**Definition of SEND**

* SEND refers to **children with disabilities, developmental delays, or additional needs** that require tailored support to **fully access and participate** in the childcare setting.
* SEND may include **physical, sensory, cognitive, emotional, communication, or social needs** that require additional resources, strategies, or interventions.

**Commitment to Inclusivity and Respect**

* Every child has the right to **equal access, participation, and opportunities** in our childminding setting.
* We **embrace diversity** and ensure that children with SEND **feel valued, respected, and supported** in all aspects of their care and learning.
* We **challenge discrimination and barriers**, ensuring that our environment is **inclusive and welcoming** to all children.

**Identification and Early Intervention**

* We work **proactively** with parents and caregivers to **identify potential SEND needs as early as possible**.
* Observations, discussions, and **formal assessments** will be used to determine a child’s **strengths, challenges, and required support**.
* We collaborate with **health professionals, educational specialists, and local authorities** to ensure a **comprehensive understanding of each child's needs**.

**Individualised Support Plans (ISP)**

* **Personalised support plans** will be developed for children with identified SEND needs. These will outline:
  + Specific **goals and strategies** tailored to the child’s development.
  + **Adaptations to routines, resources, and activities** to promote participation.
  + Details of **any external support services** involved in the child’s care.
* ISPs will be **reviewed regularly** to assess progress and make necessary adjustments.

**Staff Training and Professional Development**

**We have 2 designated SEN staff members who will support children and staff:**

Lisa – SEN Lead

Terri – SEN Deputy

* All staff members will receive **ongoing SEND training** to ensure they have the **knowledge, skills, and confidence** to support children effectively.
* Staff will also have access to **external SEND training and specialist advice** as needed.

**Inclusive Learning and Adaptations**

* Activities and learning experiences will be **flexible and adapted** to meet **individual needs**.
* We will provide:
  + **Sensory-friendly materials** and alternative learning methods.
  + **Quiet areas and emotional regulation spaces** for children who may need them.
  + **Physical adaptations**, such as ramps or specialist seating if required.
* Group activities will be **structured to promote engagement, collaboration, and peer interactions** in a way that is inclusive of children with SEND.

**Accessibility and Environment Adjustments**

* We will make **reasonable adjustments** to our environment to accommodate children with SEND, including:
  + Providing **accessible facilities** for children with mobility challenges.
  + Creating **calm and structured environments** for children with sensory sensitivities.
  + Using **visual schedules and communication aids** where necessary.

**Social and Emotional Well-being**

* We recognise the importance of **emotional and mental well-being** for children with SEND.
* Staff will support **positive social interactions**, **friendships**, and **self-regulation strategies** to help children feel safe, confident, and included.

**Partnerships with Parents and External Professionals**

* We will work **in collaboration with parents** to ensure **consistency in support** between home and the childcare setting.
* Regular **meetings and progress updates** will be provided to parents to discuss their child's development.
* Where necessary, we will liaise with:
  + **Speech and language therapists**
  + **Occupational therapists**
  + **Specialist SEND advisors**
  + **Educational psychologists**
* Parents will be **fully involved** in any decisions regarding their child's **care, interventions, and support strategies**.

**Confidentiality and Data Protection**

* All information regarding a child’s SEND **will be kept confidential** and only shared with **parental consent** or when required by law.
* Any records or support plans **will be securely stored** and used solely for the purpose of enhancing the child's well-being.

**Alignment with EYFS 2025 Changes**

From **September 2025**, the EYFS framework will introduce **enhanced requirements for SEND provision**, which our policy aligns with by:

* **Emphasising early identification** of SEND needs to ensure that children receive support as soon as possible.
* **Strengthening multi-agency collaboration**, ensuring **effective information-sharing** between childminders, parents, and professionals.
* **Providing tailored training** to staff on **inclusive practices and SEND-specific support strategies**.
* **Reinforcing accessibility requirements**, ensuring **physical and environmental adjustments** for children with disabilities.
* **Encouraging a child-centred approach**, where **individual strengths and abilities** are valued, and children are supported to reach their **full potential**.

**Review and Monitoring**

* This policy will be **reviewed annually** or **more frequently** if required, to reflect **updates in legislation, best practices, and community feedback**.
* We **welcome feedback external agencies** to continuously **enhance our SEND provision** and ensure that every child in our setting **feels supported, valued, and included**.

**Signed:** Chairperson  
**Date:** September 2025