



Policy Document 31 – Our local SEND offer

01	<p>The purpose of a local offer is to enable parents and carers to see clearly what services are available for children with SEND in their area and how to access them. The following questions and answers forms our local offer and shows how we provide for children with special educational needs and disabilities.</p> <p>How do you know if children need extra help and what should I do if I think my child may need support?</p> <p>We assign each child with a designated key worker and buddy. Their role is to develop trusting, sensitive relationships with parents and children to enable respectful sharing of information. If you have any concerns about your child's development you can discuss these with our Special Educational Needs Coordinators (SENCO's) or Manager.</p> <p>Reports from health care professionals, such as health visitors, speech and language therapists, and pediatricians will identify your child's individual needs. We welcome parents and professionals sharing these reports in order to plan appropriately to meet these needs.</p> <p>Ongoing observational assessments are made of all children and are linked to the Early Years Foundation Stage. In some cases this identifies individual needs. These observations will be discussed with the SENCO. If your child's key person has identified a possible individual need, they will discuss this with you, and plan with you to support your child's learning and development.</p> <p>Our SENCO will offer support and advice to your child's key person and other staff in the setting and will also refer/liaise with other professionals (with parental permission) to seek advice and support in identifying individual needs if necessary.</p>
02	<p>How will you support my child?</p> <p>Before starting at our setting we will invite you to a number of complimentary 'stay & play' sessions according to the needs of you and your child. During these visits your child's key worker will work with you to complete an 'All about me' assessment of your child. This will identify preferences and their level of development in key areas. At these stay & play sessions you will be able to discuss with the Manager and/or SENCO any concerns or specific requirements your child may have.</p> <p>We will work with you to support your child together, listening to you and your child. Our SENCO will explain how children's individual needs can be met by planning support using an Individual Learning and Provision Plan (ILPP). If appropriate we will also develop a Health Care Plan (HCP) to ensure all medical needs are met and appropriate measures put in place to ensure your child's safety. Observations, assessments and evaluations all contribute towards ILPP's and your child's key worker will oversee the targets on the ILPP.</p> <p>Your child's key worker will also be in the stay & play sessions your child attends, foster a relationship with and understanding your child. The SENCO will also be present</p>

Together they will identify individual needs and plan next steps, accessing additional support from other professionals where necessary.
The Manager will maintain an overview of experiences and progress and the SENCO will work with all staff to ensure we are providing the relevant and appropriate support.

We will work in partnership with you, reviewing the ILPP targets, and planning new ones together, and give ideas to use at home to support your child.

03 **How will the curriculum be matched to my child's needs?**

We will get to know about your child before they start and through ongoing observational assessments. Targets linked to the Early Years Foundation Stage will be set on ILPP's to support the learning and development of your child. This enables planning for individual needs and learning goals. In addition to the ILPP, they will have an online Learning Journal. This will contain written observations, photographs and samples of your child's work to support staff in assessing and planning to help your child progress to their next steps.

Your child's key worker and our SENCO will work together to make sure that the environment, routines and activities support your child's needs, and they will communicate with the rest of the staff to provide consistency and understanding within our team.

We will ask for copies of assessments from other professionals before your child starts. Based on your child's needs staff will have specific training to ensure their needs are met at all times.

04 **How will both you and I know how my child is doing and how will you help me to support my child's learning?**

Assessment systems are in place such as the 2 Year Developmental Check and quarterly Developmental Progress Checks for all children. These systems enable the key worker to focus on specific areas that may need additional support and also provide further opportunities in areas that your child particularly enjoys. You are able to review all your child's Developmental Observations via the online Tapestry system. This system also enables you to add photographs, observations or any of your own comments.

Each Monday morning between 9.00am and 11.00am the manager is available for drop in sessions to discuss your child's progress and raise any issues/concerns that have become apparent.

During hand overs you always have the opportunity to share information and raise any specific issues with your key worker or other member of staff.

Newsletters are sent home on a quarterly basis and notices are regularly displayed on the parent's notice board. Weekly activity plans are displayed to enable you to see the types of activities that are planned for your child.

Twice a year you will be invited to attend a meeting with your key worker to review

your child's progress and development. We provide a range of activity sheets that are available in the parent's area that give ideas for activities to do at home. We also provide a parent's guide to the Early Years Foundation Stage (EYFS) which helps you to understand the observations and developmental checks that are carried out.

05 **What support will there be for my child's overall well-being?**

Our practitioners are welcoming and friendly, providing an inclusive, sensitive and positive approach. They provide good role models for positive behaviour and are consistent in the day to day care of all our children. We are flexible in our routines to provide a positive environment for your child and always strive to fit around the routines you have adopted at home.

Should your child require regular prescribed medication then you will be required to complete and sign a Medication form and you will be informed of the administration of the medicine and be asked to sign the form in accordance with our Medication Policy.

Activities will be adapted to ensure your child is able to interact fully with the environment, and visual strategies, such as a visual time table can be used to help them understand our routines. Our dedicated sleep room is always available and provides a quiet area to retreat to if your child is tired, or needs some quiet time.

We are aware that some kinds of undesirable behaviour may arise from a child's special needs. We will refer to our Behaviour Management and Physical Intervention Policies, working with you and your child to provide a consistent and planned approach to manage any such unwanted behaviours.

06 **What specialist services and expertise are available at or accessed by your setting?**

All our staff are experienced working with the early years age group and have a good understanding of child development. 95% of the team are qualified to level 3 or above. The Wincanton Early Years Centre has 3 qualified SENCO's and several graduates in place including a qualified teacher and Early Years Professional (EYP). Chester's House Childcare has a qualified SENCO and teacher in addition to an Early Years Professional (EYP)

All staff are qualified in Pediatric first aid. A wide range of additional training course have been carried out such as Managing Children's Behaviour, Somerset Total Communication (STC), Equality, Diversity & Inclusion, Allergy & Anaphylaxis Awareness, Food Safety, Practical Inclusion and Leadership & Management.

Having had a number of children attend our setting that have needed additional support we have good links in place with many other health professional teams such as Speech & Language, Physiotherapy, Occupational Health, Pediatricians, Sight Impairment etc. We have also worked in conjunction with the Yeovil Opportunity Group.

We will work alongside the specialist services involved with your child and they are welcome to visit the setting. Working closely with you, your child and their specialist team will enable us to build stronger relationships and understand your support needs better.

07 **How accessible is the environment? (Indoors and Outdoors)**

Ground Floor areas are accessible by wheelchairs, walkers and walking frames. Our indoor environment can be tailored to suite the needs of individual children as all our furniture and room dividers are easily movable.

Depending on the needs of your child some outside areas may not be accessible by walkers or wheelchairs. However, this would not prevent any child accessing the areas with support from staff.

08 **How will you prepare and support my child to join you/transfer to a new setting/school?**

Transitions can sometimes be a difficult time for your child. We will work closely with parents and other professionals to ensure all transitions are as smooth as possible.

It is common for a school entry plan to be put in place for children that may need additional support. This would identify specific physical requirements or changes at the school to ensure all facilities are accessible and available. Emotional needs are also scrutinized to ensure the transitional causes a minimum of stress and disruption. In some cases a phased start to school may be required with the child continuing to attend our setting for the first term as well as starting school sessions. The child's key worker may also attend the initial school sessions to provide additional support.

Where appropriate we will ensure that any additional funding that is available has been applied for regarding the first 2 terms in the reception class.

A comprehensive developmental progress status of your child is shared with their reception class team. If the school also uses the Tapestry Learning Journal system we can transfer all the child's observations to the new school's system (with parental permission).

09 **How is the decision made about what type and how much support will my child receive?**

Through the observation process linked to the EYFS, and in discussion with you and the key worker, the SENCO will identify what support is required. In some cases (with parental permission) the Somerset Area SENCO may be asked to assess your child and make recommendations.

Extra support will be put in place if necessary and if your child meets the local authorities additional funding criteria it will be applied for.

Ongoing partnerships with you, other professionals and the setting will support the decision making process. Targets will be agreed and reviewed regularly to maximize your child's potential. Through regular observations we can track your child's progress and update the action plan accordingly.

Reports from health care professionals and other professionals, who are working with your child, will be used to plan support within the setting.

Staff meetings within the settling will ensure all staff working with your child knows

your child's strengths and needs, and how to support them.

10 **How are parents involved in the setting. How can I be involved?**

We value all parents/carers involved with the setting. You are welcome to visit the setting at any time to see your child at play and interacting with other children and practitioners.

You are involved in identifying needs, information sharing, identifying targets and agreeing next steps to focus on at home and in the setting. Your input is always used & valued when reviewing progress towards these targets.

Your permission will always be sought before involving any outside agencies and you are very welcome to volunteer and help in a session if you wish.

11 **Who can I contact for further information?**

The setting manager, SENCO or your child's key worker are available if you would like to discuss your child's needs. We are able to offer advice about other professionals who will be able to support your child.

A number of our practitioners have received additional training in Behaviour Management and can offer advice and strategies to cope with undesirable behaviour.

Prepared by	Rob Green
Date	January 2021
Issue Number	04
Review Date	January 2022