

Local Offer for Children with Special Educational Needs and/or Disabilities (SEND)

Aim

The aim of this document is to enable families to readily see the support that they would receive for their child/ren in our setting. It will provide parents clear information about what we have already put in place to enable their child/ren to achieve their potential. Our setting works within the guidance of the Early Years Foundation Stage (EYFS) Framework and uses this to promote each child's learning and development. We regard each child as being unique and we endeavour to meet each child's individual needs.

How do we know if your child needs extra help and how will we involve you in the discussions and decisions that are made.

- Each child has a key worker who initially will help your child to settle into Playgroup and then continues to be the person that works closely with your child to ensure that progress is being made. They are also there for parents to discuss any concerns they may have or to be updated with their child's progress. These discussions can take place informally at the end of any session or on a more formal basis at a mutually convenient time in private.
- On-going observational assessments are carried out on the children in our care to monitor progress and linked to the Development Matters which form part of the Early Years Foundation Stage Framework (EYFS) to ensure that children are developing appropriately. Concerns are discussed at our fortnightly progress meeting between all staff and the key workers liaise closely with the Special Needs Co-ordinator (SENCo) where there are concerns.
- Parents are encouraged to work closely with the SENCo who has received relevant training and regularly attends Area SENCo meetings for further training and updating in procedures and strategies. You will always be invited to be involved in the drawing up of any Individual Learning and Provision Plan (ILPP) for your child so that you can add any thoughts or concerns that you might have.
- The SENCo will liaise with other professionals (with your permission) such as the Speech and Language Therapist, Early Years Advisory Teacher and Health Visitor to gain further advice or to ask for assessment of your child. We will then work closely with these professionals to ensure that their advice and strategies are implemented for your child.
- Whilst in our setting, we will compile a 'Learning Journey' for your child which will reflect on their achievements and progress and which will be given to you at the end of the Foundation Stage.

How we will support your child

- To help with the transition of your child into our setting, the SENCo and Key Worker would meet to discuss your child's strengths and individual needs. This could take place in the setting or during a home visit prior to them starting. Also we would discuss the settling in procedure to be adopted for your child. This would include times and duration of their initial visits and whether you would be staying with them. Also whether there is anything that you feel we could do to help them settle in and feel safe and happy in our setting. We would also discuss what sessions you would envisage for their first term, to enable us to ensure that we have sufficient staff to cover their needs.
- We would liaise with other professionals already involved with your child, to ask for their advice regarding the needs of your child and ensure that essential requirements are in place before they start. This would include any additional specific training that staff would have to undertake, prior to your child starting (eg the administration of medicines, epipens and/or first aid requirements specific to your child's condition) . This is especially relevant in the cases of life threatening conditions or allergies. All our staff have undergone Pediatric and Emergency First Aid Training which is renewed every three years.
- At the end of the first half term, we would invite you to a Settling In Review where we would discuss how you feel your child has settled in our setting and whether you have any concerns. We would also discuss where we feel their strengths have been and what we feel the next steps should be to promote their learning and development.
- To aid their transition into our setting, we can offer that they attend with you, our Stay and Play sessions that take place on a Wednesday afternoon for an hour. This would help them to become familiar with our setting prior to them starting and is open to all ages up to school age. These sessions are run by Playgroup staff and have a planned 'messy' play session as well as free play and a closing musical activity. It also gives you the opportunity to meet other parents.

How will we help with the transition of your child into their next setting

- We would meet with your child's new key person and SENCo to discuss what we have found to be your child's strengths and needs to ensure that plans can be made for an effective and smooth transition.
- We will share our recent ILPP and will take part in the drawing up, along with yourselves and the new setting, a Transition ILPP ready for them starting. This will enable the ILPP to reflect on what targets they have already achieved and what the next targets should be.
- We will pass onto the new setting your child's Learning Journey so that they are able to see their past achievements and how they have developed over the time with us.
- To aid this transition period, we would talk to your child about the new setting and how it might be different to where they are presently. We would invite their new key worker to come and visit them in our setting to see how they play in a familiar surroundings and to get to know them where they are already confident.

Who can you speak to about your Child's Progress or if you have concerns?

- Your Child's Key Person is your first point of contact within our setting. We hope that over the period of time your child is in our setting, you will build a good relationship with your Key Worker so that you feel you can discuss and ask questions about your child's progress. Your child's Learning Journey is always available for you to take home to share the photographs with them and any other members of your family. It will also show you their progress as it builds over their time with us.
- Our SENCo (Liz Palmer) is always available for you to discuss your concerns or if you require information about what might be available as additional help and support for your child. She has contact with the local Speech and Language Therapist (SALT), Health Visitor, Family Support Workers at North Craven Children's Centre and the Early Years Support Teacher.
- If you are unhappy with how we are providing for your child, there is a complaints procedure on the parents' notice board and this also appears on our website. This also includes how you can contact Ofsted if you are unhappy with an aspect of our provision or practice.
- We may also be able to access additional funding if we feel that your child would benefit from extra individual support that we are unable to fund ourselves.

What are the responsibilities of our setting and management committee in enabling and supporting inclusive practice?

- The management committee is responsible for enabling the leadership in the setting, to create inclusive practice where we aim to assess and provide for the development and needs of the individual children in our care.
- We have policies in place and reviewed regularly that ensure we have a safe and caring environment in which children learn and develop through play.
- All our staff are trained to a minimum level of NVQ level 3 and who are continuing their professional development by attending further trainings and meetings.
- Our staff meet regularly to plan and ensure that we have activities and resources that provide a stimulating and exciting learning environment. They also discuss their key children's progress and interests so that activities can reflect the children's interests and promote their learning.
- We operate an open door policy and work hard to make the setting welcoming to both new and existing parents, with staff available both at the beginning and end of sessions to answer your questions and help with your concerns.
- Inside our setting is all on one level with a large outdoor play area, which about half is on the level. We have a disabled toilet and shower allowing wheelchair access.

How will I know how my child is doing?

- Regular observations and assessments are carried out by our Key Workers of all their key children. At the beginning of each term your child is observed whilst at play, so that a Learning Story can be compiled to enable us to assess your child's progress and for us to decide what we now need to do for your child as next steps to ensure their progress. In the second half of the term a further observation takes place to see if progress in that area has been made or whether further steps are now required.
- These observations and assessments form part of your child's Learning Journey, which is always available for you to take home to look at and share with your child.
- We welcome parents to come and join us for any sessions they would like to, so that they see our practice first hand and experience what the children are doing whilst at play.
- We hold open mornings so that parents can visit and join in with our parties and special activity days.
- We value and rely on parents becoming involved and helping at our fundraising activities. The money raised enable us to purchase resources and materials needed to meet the childrens' individual needs and interests.
- We now have the facility to send and receive both emails and texts. This can be very useful if you wish to inform us of any change of plans or if you wish us to let you know how your child has settled.

What support will there be for my child's physical and emotional wellbeing?

- When you first approach us with a view of your child starting our setting, we will give you a prospectus, which will give you information about our setting and what we can offer your child. We will also give you an admission form, where you can give us details of your child and their family circumstances.
- Once you have decided to use our setting, we give you a Welcome Pack that contains copies of our Safeguarding, Special Educational and Admissions Policies. There will also be an 'I am special' booklet for you to complete with your child before their first visit. This gives us some background information about your child which will help us to get to know them; their likes and dislikes and anything that troubles them. There are also some leaflets giving you ideas of activities that you can do at home that will help promote their learning and that build on activities that we have done in Playgroup.
- We aim to be as approachable to parents as we can be and value your comments and suggestions.
- Although our sessions are child led whereby the children are free to choose activities and resources that they wish to play with, the adults are also involved by interacting with the children and enabling them to carry out their ideas and creative designs safely. We also have adult led activities to help promote their numeracy, literacy, physical, social and emotional and creative skills.
- We operate a visual timetable, which depicts what is happening now and what is going to happen next. We hope that this will help children understand the routine of the day and enable them to settle in our setting.
- Your child's key worker will aim to work closely with you and your child to help them settle in our setting as quickly as possible. She will discuss with you on a regular basis on what they have been doing and how they have been involved in playgroup activities.

- We encourage co-operative play between the children and for them to respect each others opinions and ideas. We also encourage them to help each other and to show concern for any child that is upset.
- We operate a flexible approach to routines and environment to that they can accommodate the needs of the individual children in our care.
- We can visit you and your child at home to get to know you both better before starting at our setting. This enables your child to have formed a relationship with their key worker before starting.
- We have consulted in the past with other health care professionals to draw up and implement personal health plans. For example we have had children in our care previously who have had severe food allergies and have required staff to be trained in the administration of medicine should a reaction occur.

Positive relationships

- All staff have accessed child development training and have experience of working with children within the Early Years age range.
- We can assist you in accessing a number of services available locally linked to your child's identified individual needs. We are able to make contact with the North Craven Children's Centre, Helliield who offer specialist play sessions and family support workers. Our local Speech and Language Therapist is based at Settle and you are able to go to her drop in sessions when you have concern. She may then decide to do a follow up visit to our setting. Our Learning and Teaching Consultant for Early Years has an area SENCo role included within their remit. They visit us termly enabling us to ask for advice about specific concerns or needs. They are then able to access an Early Years Advisory Teacher who can visit and assess your child's needs .
- Our setting SENCo has attended training to help her carry out her role. She also attends termly meetings for further training and updates on specific issues. This regularly brings her into contact with the professionals who she will contact to ask for advice or to whom she may refer your child.
- A member of our staff has received Every Child a Talker (ECAT) training to enable the setting to help children who have a speech or language delay. She regularly assesses children in our care so that we can monitor their development and implement necessary strategies to promote this area of development.
- Within our setting, we reguarly use Makaton sign language and encourage the children to do the same.

How will you help me support my child's learning?

- Within the setting, there are posters, signs and information to inform you how we have implemented the EYFS within our setting.
- Our communication systems within the setting include; setting in reviews, ILLP meetings, daily conversations with parents, monthly newsletters, our website and displays that show what we have been doing and also what is planned for the next week.
- We will confirm how you wish us to make contact with you ie verbally in sessions, by text, by email or in writing. We hope that you will also keep is up to date with what your child has been doing at home. This will help us understand what their interests are.

- Your Key Person and SENCo will discuss with you how to support your child's needs outside the setting and how they are supporting your child's learning and development within the setting. This will occur at parents' meetings and/or ILPP reviews.
- If your child has particular identified needs, we will work in partnership with the team supporting your child and explain how we are acting on their advice within the setting.
- All our families are invited to join in activities and open days. We welcome any parent or carer who wish to join their child at any of our sessions. Our messy play carried out at our Stay and Play sessions on Wednesday afternoons, is an ideal opportunity to join your child in play and meet other parents.

How will I be involved in discussions about the planning for my child's education?

- You will be involved from the initial visit to express an interest in registering your child in our setting. At this time we will discuss with you your child's needs, likes and dislikes. We would like you to share any information at this point, and on an on-going basis, about the individual needs of their child and any agencies/professionals involved with you and your child.
- You will be involved in identifying your child's needs and what you consider are their strengths and possible areas of concerns. This information will form an important part of drawing up an Individual Learning and Provision Plan (ILPP) where we will identify targets and what we are going to put in place to help your child achieve these targets.
- We value the knowledge you will have of your child and want to be able to work closely with you to be able to use this knowledge to support your child's learning effectively.
- You will be able to access you child's Learning Journey at any time you wish to be able to see their progress and add comments and suggestions of your own. In this way, you will be part of the planning for your child and help us decide on their next steps.

How will the learning and development provision be matched to my child's needs?

- By getting to know you and your child before they start in our setting, we will be able to assess what their initial needs will be.
- On-going assessment is used to establish a starting point within the first few weeks and this will be linked to the ages and stages of development contained within the Development Matters that forms part of the EYFS. This will enable us to see areas of strengths and possible areas of concern.
- By identifying areas of concern, we in with consultation with you, will instigate additional support in these areas of concern. If necessary, an ILPP will be drawn up in conjunction with your selves, identifying targets and what provision will be put in place to promote progress in these areas.
- If necessary, and with your permission, we will seek advice from other professionals to enable us to meet your child's needs effectively.

How will my child be included in experiences away from the setting?

- We will involve you in any planning of outside visits from the onset.
- As part of our Health and Safety procedures, we will carry out a pre-visit assessing what steps will be required to ensure that individual needs can be met and all children will be safe.
- A photo book could be produced if required to be able to show children and parents what the visit will involve.

- We encourage parents to accompany us on our visits so that they can share these experiences with their child.

How accessible is the setting environment?

- Should a parent who has English as a second language (or speaks no English), wish their child to attend our setting, we would obtain the services of an interpreter or involve family members who can speak English, to help us draw up a settling in procedure for their child. We have the facility to have our welcome pack and other documents translated.
- We would link our use of Makaton sign language to help us to communicate with a child until their grasp of the English language has increased.
- Our setting is all on one level and therefore provides good wheelchair access with wide doors at the entrance and access to the outdoor play area. We have a disabled toilet and shower facilities and all areas of our indoor play area would be accessible to a wheelchair user.
- We provide play to promote sensory development including activities that are tactile and visually stimulating.

How are the setting's resources allocated and matched to children's special educational needs?

- Inclusion funding can be applied for, to support your child's individual needs.
- We receive a delegated budget from NYCC that is used either to train staff, provide additional staff or purchase resources. These funds are received annually.
- We regularly fundraise, to enable us to purchase materials and resources, that are needed to meet the needs of our children and help us to promote their learning.