

What is the SEND Local Offer

The Children and Families Act (2014) requires that local authorities publish information on services and provision across education, health and social care for children and young people 0-25 with special educational needs and disabilities (SEND).

The purpose of the SEND Local Offer is to enable families to see the support that they would receive for their child in our pre-school. It provides clear information about what we have in place to enable your child to achieve to their full potential. We work within the guidance of the Early Years Foundation Stage (EYFS) framework and use this to promote each child's learning and development. We regard each child as being unique and endeavour to meet their individual needs.

How does our setting know if a child will need extra help and what should families do if they think their child may have Special Educational Needs and/or Disabilities (SEND)?

Initially we arrange for parents to visit our setting with their child. We introduce you to your child's key person, who takes time to get to know your child and is responsible for your child's development. Through the use of observations and planning for their next steps we are able to identify concerns which we will share with you.

If you have any concerns about your child's development please talk to your child's key person who will be able to give you advice and put into place any support that is required. Alternatively, you can discuss any concerns with our highly experienced SENDCO. With your permission our SENDCO will liaise with other professionals, and the Buckinghamshire Learning Trust, to identify the extra support that is required to support the individual needs of your child, implement specific strategies or to make a referral.

How will staff in the setting support a child with SEND?

Your child's key person will work with both you and your child. This relationship will ensure that we share knowledge concerning your child and their development. This knowledge begins with the "Welcome Pack" and "All about me" activities and continues with regular meetings relating to their next steps. Through continual observations we can plan for your child including assessing additional support from other professionals as appropriate.

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

How will the curriculum for our setting be matched to a child with SEND needs?

Your child will have a SEND Support Plan made for them by the SENDCO and their key person based on their individual needs. They will also have a Learning Journey which contains observations, individual plans, targets and photographs of your child's progress and development. You are welcome to see your child's Learning Journey at any time.

We endeavour to involve your child, enabling them to make choices and engage in activities / experiences that are of interest to them. Through ongoing observations and the evidence gained in their Learning Journey we will have a clear understanding of what your child likes and the level of their involvement. The environment your child plays in, will be appropriate for

their needs and additional support or resources will be supplied as appropriate, for example the use of a visual timetable.

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

Observation and assessment systems are in place such as the 2 year-old progress check and development tracking which are linked to the Early Years Foundation Stage (EYFS). The key person uses this knowledge to plan their weekly activities based on the individual child's targets, likes and needs.

Termly consultations are held to discuss the child's targets and how the parent can support their child at home, however we have an open door policy and you are welcome to speak to us at any time about your child's development. Our Learning Journey files provide us with a monitoring tool that enables us to identify any additional support required.

Our highly qualified staff team ensures children's needs are quickly identified and supported; this in turn is cascaded to parents. We offer parent workshops covering a range of topics for example, information on the Early Years Foundation Stage, child development and behaviour management (topics are provided based on parent's interests / needs).

What support does the setting offer for a child with SEND'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 ensuring that children feel valued and supported. Should your child display unwanted behaviour we will work with you and your child to provide a consistent and planned approach to improve their behaviour.

Should your child require regular prescribed medication and personal health care plan will be adopted in addition to the completion of our medication book in line with our detailed policies.

We offer "settling in" sessions to help familiarise your child with the pre-school's routines and enable support systems to be put into place when your child commences their placement. Care routines, such as nappy changing, will be discussed and implemented.

The safety of your child is paramount. Our procedures will not allow any child off the premises if the person collecting them is not known to us. We also regularly undertake and review risk assessments on our equipment, the activities that children participate in and any external trips.

What specialist services and expertise are available at, or accessed by, the setting?

Our staff team is highly qualified with a minimum requirement of a level 3 qualification in Early Years Education. We employ a Graduate Leader who ensures that all staff, including herself, are regularly trained and the knowledge cascaded with the whole team.

We have formed close links with outside agencies, including the Buckinghamshire Learning Trust, Speech and Language Therapists, Paediatricians, Occupational Therapists, Education

Psychologists, Specialist Teaching Service, Children's Centre and local schools. Parental agreement is always sought before involving any outside agencies.

What training have the staff supporting children with SEND had or are having?

The staff continually receive and refresh their training. Our staff have attended workshops on promoting positive behaviour, English as an additional language, let's get talking and Makaton. Our SENDCO attends Early Years SENDCO Liaison Group meetings to remain up-to-date with current policies and procedures. We continually reflect upon our practice and attend training when a particular need is identified.

How will a child with SEND be included in activities outside the setting?

We include all children in trips and outings. Parents are notified before trips in order to identify any particular needs; this enables us to put in additional support, where necessary, through discussion with the parents and by carrying out risk assessments.

How accessible is the setting's environment (indoors and outdoors)

If you are a parent / carer who has English as an additional language, we can arrange to get another family member involved who may speak English. Signs, posters and pictures can be translated or use dual languages. Visual cues will be used to support understanding.

We are on the ground floor with doors that are wide enough to allow wheelchair access. A ramp is in place at one of our doors although some assistance may be required as there is a small lip at the doorway itself. Our children's toilets have three cubicles, one of which is ambulant accessible.

How will the staff prepare and support a child with SEND to join the setting or transfer to a new setting/school?

When children join our pre-school we offer a flexible settling-in period. All children are able to familiarise themselves with the environment via a photographic booklet which is sent to them before they commence their placement. When the child starts with us, their needs are monitored on a daily basis with parents being regularly informed via telephone calls or emails to ensure that they are involved in any decisions made until their child has settled. In addition working parents are provided with a home-school diary to keep them fully up-to-date with their child's progress.

We have close links with the local schools to ensure smooth transitions, this includes visits by the local teachers to our setting. It may also be possible to arrange for your child's key person to attend settling in sessions at your child's new setting, providing the opportunity to create a photographic booklet with them and to help promote a smooth transition process. All necessary documentation will be passed onto the receiving setting/school. The Learning Journey will be passed onto the parents.

How are the setting's resources allocated and matched to a child's Special Educational Needs and/or Disabilities?

As a non-profit making organisation we have limited funds, however we pride ourselves on providing for all our children's needs, ensuring that we have all the necessary resources and

training. We regularly review all our equipment to ensure it supports the Early Years Foundation Stage. "High Needs Funding" may be applied for from Buckinghamshire Local Authority to support your child in our setting if necessary.

How is the decision made about what type and how much support a child with SEND will receive?

The SENDCO will work closely with you and other professionals to determine your child's needs. We have regular team meetings to involve all practitioners in any support required. In addition the key person will be able to identify any additional support through the observation procedure required by the Early Years Foundation Stage and individual plans will be made as necessary.

How are parents involved at the setting?

We are a committee run pre-school therefore every parent is automatically a member of the committee and welcome to attend termly meetings. You are welcome to become involved in fundraising (this does not have to be on a regular basis).

Building a strong relationship with parents is very important to us. Once a term we offer a stay and play week for parents to share the pre-school experience with their child. Parents can also volunteer their time to become a parent helper on a regular or ad-hoc basis.

As a parent you can help us by identifying your child's needs, information sharing, setting targets and implementing next steps to focus on at home.

What future plans does your setting have for developing its SEND provision e.g. training, facilities?

We constantly monitor and reflect on the pre-school's provision for all children. In this manner we are able to identify specific training requirements or resources which are included on our quality improvement plan.

Which other Local Authorities/ Counties/ health providers do you have contracts with?

We do not have links to other local authorities or health providers currently, however we would be happy to do so should it be required.

Who can I contact for further information?

Our SENDCO – Wendy Terry – is always accessible for you to contact for an initial chat. We always encourage prospective parents / carers and children to visit us. You can observe the children in the setting and discuss your child's interests and needs.

Once your child has started at our pre-school you are welcome to discuss concerns or progress with your child's key person or the SENDCO at any time.