



The Local Offer

Special Educational Needs and/or Disabilities (SEND)

Local authorities publish information on services and provision across education, health and social care for children and young people aged 0-25 with special educational needs and disabilities (SEND). The purpose of the local offer is to enable parents and carers to see more clearly what services are available for children with SEND in their area and how to access them. The following information forms our local offer and shows how we provide care and support for children with special educational needs and disabilities.

At London Road Pre-School we have an environment, which enables all children to reach their full potential and achieve throughout their learning journey. We are committed to providing additional support when needed, to help all children achieve their targets.

What is the role of the SENCo?

We have a designated Special Educational Needs Co-ordinator (SENCo) within our setting and their responsibilities include:

Name: Jayne Gardner **Setting SENCo**

- Monitoring and reviewing our policy, practice and provision and, if necessary, making adjustments.
- Co-ordinating specific support and strategies for individual children with special educational needs
- Regular liaison with the relevant childcare practitioners within the setting to monitor progress and plan the next steps for each child's development
- Work in partnership with parents and other external agencies to meet the individual needs of each child

How will the setting prepare to support my child?

- We have an open door policy which enables families to visit so that they can look around the Pre-School and chat to staff.
- We will develop positive two-way communication and build good relationships through the settling in process. We want you to feel comfortable sharing information about the strengths and needs of your child and together we will agree how we can provide support to ensure that you and your child feel happy and safe with us.

- Before starting with us we send home an 'All about me' which enables us to get to know the child and family better before starting also helps with the settling in process.
- Where necessary meetings will take place with other professionals prior to your child starting in the setting
- We will ensure that Health Plans are in place and that staff have received relevant training e.g. Epipen training.
- Risk assessments will be carried out to ensure that children will have access to all activities

How does the Pre-School identify that my child needs extra support?

- Each child has their own keyperson who works closely with you and your child and they may identify an individual need, change in behaviour or self-esteem
- You or other family members or carers may identify a specific need, which you can discuss confidentially with our SENCo and/or ENCo and/or your keyperson.
- Reports from healthcare professionals may identify a child's individual needs and we will include these in your child's learning and development plans
- Progress checks at 2 years may highlight limited progress
- Ongoing observational assessments are made against the stages of development as outlined in the Statutory Framework for Early Years Foundation Stage (EYFS). Observations are recorded in each child's personal learning journey and are regularly shared with parents.

How do we support your child?

- Our SENCo will explain how children's individual needs can be met by planning support using a written Individual Education Plan (IEP) or a Health Care Plan. This may include additional professional support from external agencies or one to one sessions with your child.
- The programme is regularly reviewed in partnership with you to monitor its effectiveness.
- We may be able to access additional funding to help support your child
- If appropriate specialist equipment will be provided e.g. pencil grips, scissors, visual timetables etc.
- Our SENCo has attended specific SENCo training and attends regular network meetings to keep up to date.
- Our staff have attended training to meet specific individual needs and will attend further training if necessary.
- All documentation is kept in the child's file in a locked filing cabinet to ensure confidentiality.

How will parents be involved?

- We have an open door policy and positively encourage parental involvement
- Your child's keyworker may suggest ways you can support your child and explain the strategies being used in the setting
- Parents/carers will be involved in putting Care Plans in place specific to children's needs
- Regular meetings will monitor the effectiveness of individual programs involving other professionals when needed

Who will be involved in my child's learning?

- Although initial contact will be with your child's keyworker and SENCo, all staff will be involved with your child's education.
- Information is shared at our daily briefings and during regular staff meetings to ensure effective planning meets the individual needs of all children

How accessible is the setting?

- The Pre-School classroom is all on ground level with double doors leading into the main hall.
- Large carpark can be accessible for disability parking.
- Policies are updated to show inclusive practice.
- Risk assessments ensure children have access to all activities

What specialist services do we offer?

- We have regular contact with the following professionals who may be able to help: a speech & language therapist, Early Years Advisor, local Children's Centre Staff.
- We signpost parents to family services which are available locally. For example speech and language drop in sessions and parenting classes available at local children's centres or other services relevant to the parents of pre-school children.
- All staff are trained within EYFS guidelines
- Qualified staff have all received early years training and hold Pediatric First Aid Certificates
- Medicines are administered in strict accordance with our Administering Medicines Policy
- Our staff have specific areas of responsibility within the setting e.g. health & safety, safeguarding etc. and they receive ongoing training to ensure that their knowledge is kept up to date. Staff photographs and details of their areas of responsibility are displayed on notice boards.

- All practitioners are good positive role models and we ensure that flexible routines provide an environment that meets the needs of all of the children.

Moving to another school/setting

- Transition forms will be completed and all documentation including Care Plans will be shared to ensure that there is continuity of care
- Where practical transition review meetings will take place to plan the transition of your child to their new setting
- In partnership with you, receiving settings/schools will be invited to visit our Pre-School and observe your child.

This policy was adopted at a meeting of London Road Pre-School on

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Review Date:

Signed By: Position: