



## **Local Offer**

### **1. How our setting knows if young children need extra help and what our parents/carers should do if they think their child may have SEND**

At Home from Home Childcarers we have a Keyworker system, which means that every child is allocated a member of staff who will carry out observations, plan activities to help them develop and build a strong bond with their family. This keyworker will carry out the observations which are weekly, this will help us to gain a picture of this child's development and how we can support them further. We use an online information system called 'Baby's Days', this allows all parents access to their child's development information, which includes their observations, their next steps and where their development is. The development wheel is an overall chart which shows all areas of development and where the children are within the areas. It shows a clear chart for parents and outside agencies for easy reading. When a child turns 2 and a quarter years, they should receive a 2 year old check. This check summaries all areas of learning; if there are any areas where the child is falling behind in, the 2 year old check will make it clear. This is another way of identifying any concerns that we may have. We encourage our parents to approach us if they have any concerns about their child or if they have any questions they want to ask. We are always here to help and support parents and their children in any way that we can. We have parents evenings as well which will give the parents an opportunity to talk to us if they can't find time to do so on a day-to-day basis for various reasons. We would approach the parents too if we had any concerns at all. All parents have the opportunity to discuss any concerns with the SENCOs or any members of staff. We are here for you and your children and that's a priority.

Setting's SENCO Lynsey McAusland	Deputy SENCO Chrissie Morley
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### **2. How our setting supports young children with SEND**

At our setting we have ramped access at all 3 fire exits, we are also all on one level. Between each room are big fire doors which are bigger than normal doors, making them easier for wheelchairs to fit through. We have 2 sets of toilets; a smaller double set of toilets and a bigger disabled toilet, a child would never be on their own in the toilets they would be fully supervised. We have regular visits from our Area SENCO, who comes in to support the staff and provides them with any ideas and advice which would help support the child further. As a setting we would inform the parents (whose child we may have a concern about) about the Area SENCO's visit and ask the parent to sign a permission form to have the Area SENCO come in and observe their child. We would then inform the parent after the Area SENCO has been and give them any information that they may have given us. At Home from Home Childcarers we have a sheet that records any outside agencies coming in, which we write out as a summary of their visit and we would give a copy of this sheet to the parents too.

We would offer one-to-one support for any child that may need extra help with their speech and language, where additional outside funding is available this can further help us to do this.

We use APDR (Assess, plan, do and review cycle); this means we are putting targeted support in place for those who need this extra support to further their development.

### **3. How our setting creates learning and development opportunities for individual children with SEND**

We plan next steps for each child which are individually adapted. We would then plan an activity for each next step that has been written. Each activity would be adapted to meet the needs of the children. For example, the activity may be drawing; one child may have to practise their tripod grip which this activity would cover, another child may have to practise their writing skills (letters) which this activity would also cover. So one activity can be adapted to suit the needs and the next steps of different children. We take the children out and about as well, this will help to develop different skills that other nurseries or settings may not be able to do.

### **4. How our setting works in partnership with parents/carers**

We have an open door policy at our setting; this means we will listen to our parents and will take into account what the parents say and act on it.

We would first of all write down any observations that we may have about a child who we have concerns about. We would then inform parents of our concerns, we would keep the parents informed at all times, we would ask them if they have any concerns themselves too. We would offer our support if the parents need any advice for when they are at home. We would communicate with outside agencies if we had permission to (see below). We are in regular talks with our Area SENCO who gives us support as a setting.

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If a child had targets/support given to us by an outside professional, then all staff would be made aware of this and will help and support the child when needed. We have parents evenings too, these allow us to have a thorough 1:1 talk with the parents and discuss points together about going forward with their child and how we can help them even more.

As previously mentioned, we have an online system called 'Baby's Days' which allows us to communicate straight to the parents and they have direct access to their child's development records. They are able to browse their account at any time and are able to comment, add observations and view their development records.

We have "All About Me" forms, which we ask parents to complete before their child starts with us. This includes personal information about the child, as well as development targets that the parents can tick off if they have already completed them before the start date.

We use BabysDays for all children within the setting to record children's nappies/toileting, sleep, accidents and medications. Parents receive notifications when new activity is added.

We have a Whatsapp group between the managers and parents, this is an information chat which can be viewed by any parent. We would post upcoming events and any vital information like

illnesses that are going around. We also send parents photos of their own child if the child was unsettled when the parent dropped off.

## **5. How our setting supports the wellbeing of young children with SEND**

As a setting we would carry out weekly risk assessments to ensure that the children are safe within our premise. We carry out risk assessments for each room and adapt anything that may need to change if there is a problem. If a child came into the setting who was in a wheelchair, we would create a risk assessment for the child so everyone is made aware of how we can support the child in the best possible way.

We are able to give medicine that a doctor has prescribed, a parent would sign via BabysDays at the beginning and end of the medication course. We, as childcarers, would inform the parents that a dose has been administered via notifications from BabysDays. All staff are first aid trained; this includes training on Auto-Injector Pens (Epi-Pen). If we have any other medical procedures that we may need to learn about, our staff will be trained to learn how to administer them in order to provide the best care.

Children who may have special educational needs would be encouraged to contribute ideas like everyone else and would be given the right to express their ideas. We use stickers to reward positive behaviour. We let the children decide what stickers they may like; this will encourage them to make decisions independently.

## **6. Staff Training and experience in supporting young children with SEND**

Lynsey McAusland (Setting's SENCO)	Chrissie Morley (Setting's deputy SENCO)	Linda Reynolds (Setting's Manager)
Qualifications: -NNEB in Nursery Nursing (equivalent to Level 3) - Level 3 Safeguarding -First Aid -Food Hygiene -Various certificates in Autism and SEND	Qualifications: - Level 3 NVQ Supporting Teaching and Learning in Schools - Level 3 Safeguarding - First Aid - Food Hygiene - Various certificates in Autism and SEND	Qualifications: -Level 3 CACHE diploma in Home- Based Childcare -Level 3 Safeguarding -First Aid -Food Hygiene -Developing Social Skills in Young Children with SEN -Supporting Children Learning English as an Additional Language
All Room Leaders within the setting have at least a Level 3 qualification in Childcare and Safeguarding. All Room Deputies have or are working towards a Level 3 qualification in Childcare. All core staff also have at least a Level 1 safeguarding and First Aid trained.		

## **7. Specialist services and expertise accessed by our setting**

As a setting we are able to contact any outside professional very quickly if we need to, to find out valuable information regarding particular children. We are currently in communication with the Area SENCO and Health Visitors regarding particular children. Each term a spreadsheet is issued that has a list of drop in sessions for Speech and Language; we are able to provide our parents

with copy of the drop in sessions if required. If they feel their child may need extra support with their speech then we will help them through this too.

## **8. How our setting includes young children with SEND in community based activities and outings**

As part of our Holiday Club, we provide parents with a suggested plan for the days that the club will run. We will inform them of any outings that we may undertake making sure that the outings are accessible for all abilities and are planned in a suitable way. We carry out risk assessments for each outing and assess any dangers that may be on site. If a site is inaccessible for some of our children, e.g. no wheelchair ramps, then a different outing will be reorganised for all children to access.

## **9. Our Accessible Environment**

Home from Home Childcarers is based on one level which has ramped access at every entrance/exit, meaning it is fully wheelchair accessible. We have a disabled toilet and a changing area which is big enough to fit a wheelchair into. On each door we have signs explaining what the room is, these are also written in different languages to ensure that children, parents or visitors who have English as an Additional Language can still read the sign and feel included in what our setting has to offer. We have multicultural puzzles, books and dolls which the children have access to; we talk about celebrations that happen in different cultures/religions. We have a range of equipment within our setting; we have different sized tables, the tables are able to adjust higher or lower depending on chair size. We have younger aged toys as well as older toys. Our setting is inclusive and all children can play with all resources.

## **10. How our setting prepares and supports young children with SEND when joining the setting and when transferring to another setting or school**

We have an open door policy at our setting; this means we will listen to our parents and will take into account what the parents say and act on it.

When a new child starts at Home from Home Childcarers, we provide them with a chance to meet the team and while parents fill out paperwork, the children are able to play in the room while free flowing back to parents/carers as they wish. This is the child's way of feeling safe and knowing that their parents/carers are there. We have settling in sessions for the children too, normally they start off with 1-2 hours then it increases until they start with us fully. The settling in sessions tend to happen about 2-4 weeks before they start with us properly. We inform parents of how the day will run, working with them to support their child during the initial settling in period by discussing ways to support them if they become unsettled. By the time the child has started with us we will know them properly and understand them as individuals, which enables us to care for the children to the best of our ability, and to provide for the child's needs.

## **11. How our setting organises its resources to meet the needs of young children with SEND**

At Home from Home Childcarers, the staff will be providing planned activities to ensure the children are learning to the best of their ability and are being encouraged to develop their skills. The staff are able to change the way they interact with children of different ages and abilities; they get down to their level, this allow the member of staff to be more approachable. We offer 1:1 support for any children who may need extra help in ensuring they reach their full potential. We have a quiet area in the rooms so, if needed, a small group activity can be undertaken so individuals receive more support. We use child led and adult led activities; the adult led activities are normally based around the child's development (next steps) and the child led activities are based around the child's interests.

## **12. How we decided on appropriate support for young children with SEND**

Parents/carers are fully involved in the decision making process; we will first approach the parents/carers regarding the concerns we may have about their child, we will have a meeting about how we can support them and whether an outside professional should become involved. As previously stated, the parents/carers will be informed of any meetings that we may have with other agencies (e.g. Area SENCO). The child will be monitored to see if the support in place is working and helping them develop further or whether there is another method we can use to make sure we are fully supporting the child. We will keep the parents informed of any developments and any new support put in place.

## **13. How we involve all parents/carers in our setting**

At Home from Home Childcarers we ensure that communication is key. We talk to the parents on a daily basis and relay any messages or information about the child's day while they have been with us. We have half termly newsletters providing parents/carers with upcoming events and any other messages. We ask parents/carers for regular feedback about the setting. We also have a parent chat on Whatsapp so that information can be given immediately to all parents. We have our Baby's Days system which allows us to post pictures/videos, observations and other developmental objectives for all parents to view for their child. They can contribute through the system and can add observations themselves.

## **14. Who to contact for further information**

Setting's SENCO: Lynsey McAusland

Setting's Manager: Linda Reynolds

Setting's Deputy SENCO: Chrissie Morley

Setting's number: 07512 201850