



Local Offer

1. How Home from Home Childcarers know if young children need additional support and what our parent/carers should do if they think their child has SEND (Special Educational Need and Disabilities)

Each child is allocated a key worker whose role it is to develop a close and sensitive relationship with the child and the parents. During their settling in period the key worker will spend time getting to know the child and their parents. It is the role of the key worker to regularly undertake observations of the child across the different areas of the EYFS (Early Years Foundation Stage). We currently use an online system called Baby's Days which allows us to gather observations, next steps and track children's individual progress as well using the practitioner's knowledge of their key children. It is a statutory requirement that all children who are 2 years old and above to have a 2-year check completed by their key worker, this enables us to identify areas that children may be working below that of other children their age. We actively encourage parents to use our open-door policy to discuss any concerns that they may have, this can be in person, over the phone or at a time that is convenient for both parties. We also hold parents evening on a termly basis to discuss your child's progress and achievements. If your child's key worker identifies an area of concern, we will be open and honest and discuss this with you in the first instance, as well as seeking support for them SENCO (Special Educational Needs Co-Ordinator).

SENCO: Lynsey McAusland	Deputy SENCO: Chrissie Morley
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2. How our setting supports children with SEND

We offer an in depth settling in period and home visits if required. At this time, you'll meet with your child's key worker and spend time sharing vital information in order for us to provide informed support. The child's well-being is central to everything we offer, and the settling in period will be tailored to the child's individual needs. Parents are welcome to spend time at the nursery during the settling in period and familiarise themselves with the staff and in particular the key worker. These early days will provide the foundation for a trusting and strong relationship between the whole family and the key worker. Your key worker will be responsible for the day to day care of

your child and the observations and assessments that help to inform us of your child's current stage of development and their next steps in learning. You will be able to contribute to your child's development via Baby's Days. Your child's key worker will work closely with the settings SENCO at all times, however, there may be times we feel we need further support and advice and, in this instance, we will discuss this with you before contacting our HFSW (Healthy Family Support Worker). Our settings SENCO will also attend cluster meetings with the settings Inclusion Partner where we can seek further advice if needed, these meetings will take place twice every term. At times we may use the APDR (Assess Plan Do Review) cycle to tailor support for your child, this means that we will work with the parents, and any other outside agencies that may be supporting your child, to work towards their long term goals by breaking them down in to smaller realistic targets for them to achieve over a term. At the end of the first term we will invite parents and any other agencies to join us to review progress the child has made, but also to discuss what has worked well and plan their next steps. Your child's key worker or SENCO are also able to attend any appointments for your child in order to provide you with support for the family.

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

We plan using children interests and motivators in order to provide activities that support children's individual development. Each activity can be adapted to meet children's needs and their age and stage of development. The way in which children learn can be referred to as Schema's. There are many different types of schemas and to a child they are a necessary step in their understanding of the world and themselves. We support children's schema's by allowing them to learn in their own unique way.

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

Before your child's starts at our setting, we ask parents to complete an 'All about Me' form which includes personal information about your child, previous medical history, and questions about their development. We will then go through this form during your child's stay and play session or home visit to clarify any information or seek further detail. During the settling in period your child's key worker will give you verbal feedback at the end of each session as well as uploading photos and observations to Baby's Days for you to see in the moment, that they happen. Parents whose children are on a support plan are consulted at each step and actively encouraged to contribute to this. Although we hold termly parents' evenings, we encourage our parents to speak with their child's key worker in the first instance that they have any concerns or questions about their child's development or needs.

5. How our setting supports the well-being of young children with SEND

We hold the children's well-being at the centre of everything we do. To ensure that children receive the right medication, the settings Manager, Deputy Manager, Assistant Manager and 3 Room Leaders (Senior Management Team [SMT]) are responsible for administering individual medication, this will always be witnessed by another member of the SMT or a Deputy Room Leader. We listen to children's wishes and encourage them to contribute ideas and take part in activities that are on offer, each day that they are with us. Key workers constantly give children verbal feedback and praise.

6. Staff training and experience with supporting young children with SEND

Lynsey McAusland (Setting's SENCO)	Chrissie Morley (Setting's Deputy SENCO)	Linda Reynolds (Setting's Manager)
<p>Qualifications:</p> <ul style="list-style-type: none"> ▪ NNEB in Nursery Nursing (equivalent to Level 3) ▪ Level 3 Safeguarding ▪ Level 3 Certificate for SENCOs in Early Years (PVI Sector) ▪ Paediatric First Aid ▪ Various certificates in Autism and SEND 	<p>Qualifications:</p> <ul style="list-style-type: none"> ▪ CACHE Level 3 Diploma for the Early Years Workforce (EY Educator) ▪ Level 3 Certificate for SENCOs in Early Years (PVI Sector) ▪ Level 3 Safeguarding ▪ Paediatric First Aid ▪ Various certificates in Autism and SEND 	<p>Qualifications:</p> <ul style="list-style-type: none"> ▪ Level 3 CACHE diploma in Home- Based Childcare ▪ Level 3 Safeguarding ▪ Paediatric 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 Deputy Room Leaders have or are working towards a Level 3 qualification in Childcare and a minimum of a level 2 in safeguarding. All core staff also have at least a Level 1 safeguarding and are First Aid trained.

7. Specialist services and expertise accessed by our setting

The SENCO at our setting is able to direct families to the Essex Local Offer, and the Essex Child and Family Well-being service these are both online and can be found at:

<http://www.essexlocaloffer.org.uk/>

<https://essexfamilywellbeing.co.uk/service/healthy-family-service/family-hubs/>

We also have access to our HFSW as previously mentioned and bi-annually we download the dates for the Speech and Language drop-in service which we direct some of our parents too. The SENCO attends cluster meetings with our Inclusion Partner and the Educational Psychologist, this enables us to ask questions and seek specialist services. We welcome other professionals into our setting that offer us tailored support and advice for individual children.

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

All children across the setting are given the opportunity to take part in community-based events and no child will be excluded for any reason. Staff will carry out a comprehensive risk assessment which will take place by a member of staff visiting the location or site beforehand. The planning for such trips will include the input of parents and carers.

9. Our Accessible Environment

Our setting is fully accessible to everyone, all entrances/exits have ramps, as well as having an accessible toilet for wheelchair users. We communicate with parents and carers whose first languages is not English, by using a translations application. Visual aids are used to help the children understand and make sense of the worlds around them, where the budget allows, we may also purchase equipment and resources to support the child in addition to what the setting has previously acquired. A large number of staff have knowledge of Makaton signs and basic British Sign Language and we use this to communicate with children and their families.

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

Transitions into our setting

As previously mentioned, parents will complete an 'All About Me form' as well as being offered a home visit by the Room Leader and SENCO. After this you will be invited to attend a stay and play

session, in the room in which your child will be based, during this time you will have a chance to meet your child's key worker and familiarise yourself with the other staff in the room. Settling in sessions will begin 3-4 weeks before your child is due to attend the setting on a regular basis. However, we will discuss with you how the settling in sessions are going and adapt them to meet the needs of your child, this may result in the settling in period being extended. Social stories are also a good way to help the children become familiar with the setting whilst in the comfort of their own home.

Transitions to another room in the setting

When your child is nearing the age of moving up to the next room in our setting, the 2 Room Leaders will carefully plan days and times for your child to visit their new room with their key worker. The amount of settling in sessions will vary from child to child depending on their needs and this will be discussed with you to ensure you are a crucial part of this process.

Transitions to another Early Years Setting or school

When your child is getting ready to transition to a new setting or school we will work closely with parents and carers to ensure that your child is at the heart of the transition, but we will also work closely with the new setting or school. Where permitted your child's key worker will attend the transition sessions with your child at their new setting to help them feel safe and secure whilst in a new environment. We will use social stories as well as adapting our environment to help with the transition process, making sure that it is specific and tailored to each child's individual needs.

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

We endeavour to source appropriate resources to meet the needs of every individual child at the setting. The practitioners at our setting are keen to identify children's individual interests and then use these to plan focused activities, as well as using their interests to develop their skill to enable them to become independent and socially engaging with their peers.

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

We actively encourage our parents and carers of children with SEND to be involved at every step of any decision making that arises. This includes, but is not limited to, putting a support plan in place, meeting with other professionals, identifying next steps, sign posting parents to the county's Local Offer or other support services. There may be times when your child's key worker identifies an area of need your child has and they will work with the settings SENCO and parents/carers to put an appropriate intervention in place.

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

We feel that communication is key to working effectively with parents and carers in our setting, to enable us to achieve the best outcomes for the children. Where possible your child's key worker will feedback to you at the end of each session, we also add observations and pictures to your child's online learning journal (Baby's Days), parents are encouraged to contribute to this. In addition to this we also email out half termly newsletters to parents and hold termly parents' evenings. We also encourage parents and carers to attend planned open mornings/workshops where they are able to spend time in their child's room and with the practitioners.

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

	<u>Date:</u>	<u>By Whom?</u>	<u>Comments</u>
Created	12 th January 2018	Linda Reynolds	
Reviewed	25 th September 2019	Linda Reynolds, Zoe Shaw, Lynsey McAusland	Changed Information to be more relevant to the setting
Updated	20 th April 2020	Lynsey McAusland and Chrissie Morley	Updated after completing SENCO course