**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.

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| Setting’s SENCO  Emily Leonard | Deputy SENCO  Lynsey McAusland |

1. **How our setting supports young children with SEND**

At the ABC centre 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.

1. **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.

1. **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.   
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.  
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 have daily diaries for the under 2 year olds, this is a diary that is sent back and forth from parents to us. They include their nappies, sleep and food for the day.   
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.

1. **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 parent has brought in, a parent would have to sign a form to allow us to give their child the medicine. 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, as childcarers, would then sign the form with the dose once we have administered the medicine. Parents would then sign at the end of the day to confirm they have been informed about the medicine being given.   
We have reward charts which we use to reward positive behaviour. We let the children decide what stickers they may like; this will encourage them to make decisions independently.   
All staff are first aid trained; this includes training on Epipens. If we have any other medical procedures that we may need to learn about, then we will train our staff to learn about them so we can provide the best care we can.

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

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| Emily Leonard (Setting’s SENCO) | Lynsey McAusland  (Setting’s deputy SENCO) | Linda Reynolds  (Setting’s Manager) |
| Qualificaitions:  -Level 3 in Special Educational Needs co-ordinator  -Level 3 in Children’s Care, Learning and Development  -Safeguarding  -First Aid  -Food Hygiene | Qualifications:  -NNEB in Nursery Nursing (equivalent to Level 3)  -Safeguarding  -First Aid  -Food Hygiene  -Various certificates in Autism and SEND | Qualifications:  -Level 3 CACHE diploma in Home- Based Childcare  -Level 3 in Safeguarding  -First Aid  -Food Hygiene  -Developing Social Skills in Young Children with SEN  -Supporting Children Learning English as an Additional Language |
| All Room Leaders and Room Deputies within the settings have at least a Level 3 qualification in Childcare, Safeguarding, First Aid and food hygiene certificates too. | | |

1. **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 provide our parents as a whole with a displayed copy of the drop in sessions. If they feel their child may need extra support with their speech then we will help them through this too.

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

As part of our Holiday Club, we will provide parents with an itinerary of our plans for the weeks that the club will run. We will inform them of any outings that we may undertake, we will make sure that the outings are accessible for all abilities and are planned so we are aware of any different entrances for wheelchair users etc. We will 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 we will replan a different outing so all children can take part.

1. **Our Accessible Environment**

Home From Home Childcarers at the ABC centre 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 as well. 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 also talk about different celebrations that happen in other 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. We do not use rules like “that toy is for a girl, that toy is for a boy”, we allow all our children to play with whatever toys they wish to play with and makes them happy.

1. **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 will talk to the parents about how the day will run and, if the child becomes upset, what is the best way to comfort them. By the time the child has started with us we will know them properly and understand their ways; this enables us to care for the children to the best of our ability, and to provide for the child’s needs.

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

At Home From Home Childcarers, the staff will be sitting down at 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 become 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.   
We change activities so the child meet their next steps; we adapt the activities to meet every child’s needs as previously mentioned in this Local Offer (Section 3).   
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.

1. **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 given the minutes 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 new developments and any new support in place.

1. **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 at the ABC. We have termly newsletters providing parents/carers with upcoming events and any other messages such as new staff. We have questionnaires which we are sending out to parents/carers to gain their feedback about our setting. We also have a group chat on Whatsapp with all parents so any information that needs to be given immediately to all parents. We also have a notice board in the front of the building to write down any important information that needs to be passed on too. We have our Baby’s Days system which allows us to post pictures/videos, observations and other developmental objectives for all parents to gain for their child. They can send us comments back through the system and can add observations themselves too.

1. **Who to contact for further information**

Setting’s SENCO: Emily Leonard  
Setting’s Manager: Linda Reynolds  
Setting’s Deputy Manager: Emily Leonard

Setting’s number: 07512 201850