



## 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 person whose role it is to develop a close and sensitive relationship with the child and the parents. During their settling in period the key person will spend time getting to know the child and their parents. It is the role of the key person 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, 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 person, 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 person 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 from the SENCO (Special Educational Needs Co-Ordinator).

SENCO:

Chrissie Morley

Deputy SENCO:

Rachel Simms

### **2. How our setting supports children with SEND**

We have a trained SENCO who is supportive and enthusiastic about supporting children with additional needs. We carry out in house training to support staff and children, as well as seeking and attending external training to enhance or refine our skills as a team, predominantly to support the children's needs and development. We adapt activities and resources so that all children are

provided with a broad and balanced curriculum, tailored to their individual needs and interests. We offer an in depth settling in period and home visits if required. At this time, you'll meet with your child's key person and SENCO, to spend time sharing vital information in order for us to provide informed and tailored 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 person. These early days will provide the foundation for a trusting and strong relationship between the whole family, the key person and SENCO. Your child's key person 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 their development and learning. You will be able to contribute to your child's development via Baby's Days. Your child's key person will work closely with the settings SENCO at all times, however, there may be times we feel we need further support and advice, in this instance, we will discuss this with you before contacting our HFSW (Healthy Family Support Worker) or other outside support service. Where appropriate we will hold an initial One Plan meeting 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. It is vital that during all stages of the One Planning process that the child's views and wishes are taken into account as well as parental thoughts, views and feelings. At the end of the first term, we will invite parents and any other agencies to join us to review the progress the child has made, but also to discuss what has worked well and plan their next steps, this is also known as the Assess Plan Do Review (APDR) process. The settings SENCO will co-ordinate these meetings and wherever possible your child's key person will also attend, once the One plan has been written or reviewed a copy will be given to parents to ensure they are happy with the information and then it will be shared with all the professionals supporting the child. The setting's SENCO, or in some circumstances your child's key person, are also able to attend any appointments with you and your child in order to provide you with support, share information and make notes of what is discussed, these include, but are not limited to speech & language, 2 year integrated checks, physiotherapy, occupational therapy and paediatrician appointments.

### **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. During a One plan meeting, One plan reviews, Parents evenings and hand

overs we are able to engage in a 2 way dialogue with parents. When parents share information with us about the interests of the child, we can use these to support their individual targets and next steps. When a One plan meeting or review takes place specific next steps are set in conjunction with all those supporting the child, this will then be shared with your child's Room Leader to ensure that their next steps are included on the weekly planning alongside how we will implement this and the impact it had.

#### **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, questions about their development and any special interests. 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 person will give you verbal feedback at the end of each session as well as uploading photos to Baby's Days for you to see in the moment, that they happen. We work closely with parents of children with SEND to create and maintain positive and trusting partnerships. Parents whose children are being supported through a One plan are consulted at each step and actively encouraged to contribute to this. If we have a specialist come in to observe a child, we will always inform the parents prior to this happening and give them feedback afterwards to ensure they too know what information/strategies have been shared with us. Although we hold termly parents' evenings, we encourage our parents to speak with their child's key person 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. We risk assess the room that the child will be in prior to them joining the setting and will make any reasonable adjustments to the environment. We use Objects of Reference to support children's communication and understanding, alongside the matching spoken words. In addition to this we use the language of 'first and then' to help children understand what is happening now and what will happen next, this is vital to supporting children's understanding of changes to the routine, visual representations such as picture exchange communication system (PECS) should be used to support this wherever possible. To ensure that children receive the right medication, **the settings Manager, Deputy Manager, Business Manager, 4 x Room Leaders (Senior Management Team [SMT]) and Deputy room leaders are responsible for overseeing individual medication, this will always be administered by a regular staff member in the room who is first aid trained and all medication will be witnessed by a 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 persons constantly give children verbal and visual feedback and praise. The settings Behaviour and Relationship policy details how we support children’s wellbeing and our approach to understanding behaviour, which we know is often how children communicate with us when they do not have the language skills to do so. We also understand that children’s behaviour often stems from an unmet need, and it is our role to be the ‘stress detective’ to meet the children’s needs and regulate their emotions, in a supporting and non-judgemental environment.

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

It is vital that parents share with us how their child prefers to be supported, as this is key to us using a consistent approach that works outside of the setting, the approach is familiar and helps the child to feel safe, especially in the early days of settling in. We carry out in house training to support the individual needs of the child, seek and attend external training to support practitioners and the child. We share knowledge and strategies that have been shared with us by specialists and through our own research via staff meetings and emails. The setting has strong links with our Inclusion Partner, Speech and Language Therapist and the Healthy Family Support Worker, to guide and support us in seeking the right support for the child at the right time.

<p style="text-align: center;"><b>Chrissie Morley</b> <b>(Setting’s SENCO)</b></p>	<p style="text-align: center;"><b>Rachel Simms</b> <b>(Setting’s Deputy SENCO)</b></p>
<p>Qualifications:</p> <ul style="list-style-type: none"> <li>▪ Level 3 Certificate for SENCOs in Early Years (PVI Sector)</li> <li>▪ CACHE Level 3 Diploma for the Early Years Workforce (EY Educator)</li> <li>▪ Level 4 Advanced Early Years Practitioner</li> <li>▪ Level 3 Safeguarding</li> <li>▪ Paediatric First Aid</li> <li>▪ Dyspraxia training</li> <li>▪ Good Autism Practice</li> <li>▪ Extending and Enhancing Good Autism Practise</li> <li>▪ Leading Good Autism Practice</li> <li>▪ Early Years Mental Health- Role of the practitioner</li> <li>▪ Supporting Early Language Development</li> </ul>	<p>Qualifications:</p> <ul style="list-style-type: none"> <li>▪ Level 2 Early Years and Education</li> <li>• Level 3 Certificate for SENCOs in early years (PVI sector)</li> <li>▪ Level 3 Diploma for the Children and young people’s workforce</li> <li>▪ Level 4 Advanced Early Years Practitioner</li> <li>▪ Level 3 Safeguarding</li> <li>▪ Paediatric First Aid</li> <li>▪ Food Hygiene</li> <li>▪ Level 2 Speech language and communication</li> <li>▪ Supporting Early Language Development</li> <li>▪ SEND Code of practice level 2</li> <li>▪ Supporting Children with SEND in the early years Level 2</li> </ul>

<ul style="list-style-type: none"> <li>▪ Effective Transition and Emotional Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Introduction to the role of the SENCo in the early years (PVI's and childminders)</li> </ul>
<p>All Room Leaders within the setting have at least a Level 3 qualification in Childcare and Safeguarding. All Deputy Room Leaders have a Level 3 qualification in Childcare and a minimum of a level 2 in safeguarding. All core staff also have at least a Level 2 safeguarding and are Paediatric First Aid trained.</p>	

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

We welcome specialists who are supporting the child to work with us, we will invite them to the child's One plan meeting/review, with the parents consent, as well as ensuring that they are able to observe the child in the setting if needed. We have strong links with the Treehouse Children's Centre, located at Staple Tye in Harlow and 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 share the contact details 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, such as the Specialist Teaching Team for the Visually Impaired, Hearing Impaired and Physical and Neurologically Impaired as well as the Physiotherapist, Occupational therapist, Educational Psychologist and Speech and Language Therapist.

### **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, most entrances/exits have ramps, as well as having an accessible toilet for wheelchair users. We communicate with parents and carers whose first language is not English, by using a translation application. Visual aids are used to help the children understand and make sense of the world 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. We encourage parents to share with us a list of key words, signs, or phrases that their child may use to support their communication. We may also be visited by a specialist to assess our environment or to show staff how to use a specific piece of equipment. Where it has been identified that our environment is not accessible to a child, we will make all reasonable adjustments before a decision is made to ensure the safety of the child when they join the setting. In the rare circumstance that the setting is not able to meet the child's needs we will seek external support and exhaust all possible avenues before a place is offered.

## **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', the form provides us with detailed information about your child's interests, development, and any needs they may have, as well as being offered a home visit by the child's Key worker 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 person, Room Leader 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 and SENCO will carefully plan days and times for your child to visit their new room with

their key person. 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. When your child moves to a new room they may be allocated a new key person, again this will be a supported and planned transition and will always be in the children's best interest.

### **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 person 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**

Wherever reasonable, we will make reasonable adjustments and adaptations to the room/setting to suit the needs of the child. We endeavour to source appropriate resources to meet the needs and interests 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 skills to enable them to become independent and socially engaging with their peers. Wherever possible each room has additional staff, over the minimum ratio, to provide additional support. Where appropriate the setting will also seek additional funding to provide individual children with a high level of adult support, subject to them meeting the funding criteria.

### **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 One plan in place, carrying out a One plan review, termly parents' evenings, meeting with other professionals, identifying next steps. We may also sign post parents to the county's Local Offer or other support services, to ensure that the parents are being supported as well as the child. There may be times when your child's key person 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. Where a child is identified to have a significant need that requires a high level of adult support, we will seek to source additional funding to increase the ratio in the room and provide the child with the additional support that they need.

### 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, we strongly encourage parents to communicate openly, honestly and respectfully with us. Where possible your child's key person 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: Chrissie Morley
- **Settings Deputy SENCO : Rachel Simms**
- Setting's Manager: Linda Reynolds
- Setting's number: 07512 201850

	<u>Date:</u>	<u>By Whom?</u>	<u>Comments</u>
<b>Created</b>	12 <sup>th</sup> January 2018	Linda Reynolds	
<b>Reviewed</b>	25 <sup>th</sup> September 2019	Linda Reynolds, Zoe Shaw, Lynsey McAusland	Changed Information to be more relevant to the setting
<b>Reviewed</b>	20 <sup>th</sup> April 2020	Lynsey McAusland and Chrissie Morley	Updated after completing SENCO course
<b>Reviewed</b>	15 <sup>th</sup> February 2021	Chrissie Morley and Zoe Shaw	Updated to include relevant information
<b>Reviewed</b>	25 <sup>th</sup> February 2022	Chrissie Morley & Rachel Simms	Updated to reflect new information regarding funding and how it will be used.
<b>Next Review</b>	February 2023	Rachel Simms	Updated Rachel's training and changed medication policy information