

# Parent Information: Local Offer for children with Special Educational Needs and/or disabilities (SEND)

## Aim

The aim of this document is to enable families to see the support that they would receive for their child/ren in our setting. It will provide clear information about what we already have in place to enable each child/ren to achieve to their full potential, as well as offer reassurance in that we value each child as being unique and endeavour to meet their individual needs. We are an inclusive setting with a wealth of experience in supporting and promoting their needs, learning and development. Over the past 30 years there has been a range of children access our setting with a variety of needs; medical, physical as well as developmental. All children have gone onto mainstream education and continue to make good progress.

## Our approach to supporting the learning & development

- Each child has a key person who will help them settle into the group whilst building up positive relationships, understanding their needs, care routines, interests and learning styles. This information is obtained through observation and informal chats with parents.
- Any concerns throughout the above process are raised initially with the Special Education Needs Coordinator (SENCo), who will work closely with the key person to differentiate resources/ activities/ experiences, adapting and supporting in order for the child to achieve.
- If after talking to you we feel additional support is needed we will work with you to put an Individual Educational Plan (IEP) in place, to meet their needs and your requirements. All progress will be recorded and shared with you.
- The SENCo will liaise with other professionals (with your permission) such as Speech and Language therapists, Early Years Advisory teachers, Health Visitors and Area SENCo to gain further advice in supporting you and your child. We will then work collaboratively to ensure advice and strategies are implemented.
- This process will be monitored, reviewed and evaluated with you and any other professionals on a regular basis.



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## How will parents/carers be included in the child's education?

We value the knowledge you have on your child and want to work closely with you to ensure that your child's learning is effective.

- From the outset your key person will involve you by asking you to complete key information about your child, helping us to understand their interests, likes/dislikes and favourite toys/games/places. This sharing of information will be on going throughout your time at the setting.
- We will send you regular newsletters, about which activities we intend to offer.
- We have an open door policy and you are able to discuss your child's progress and celebrate their success.
- Each child has their own learning journey which you can access at any time, sharing with you our findings, gaining your thoughts and ideas. The learning journey will contain observations and photographs and celebrations of achievements. Your child's keyperson will make next steps plans for your child based on your child's interests which we will share with you.

## Positive relationships:

- All staff are experienced and qualified practitioners who access training on a regular basis.
- All staff use some Makaton sign language and encourage children to participate. We feel that this not only enables communication but reduces frustration and promotes emotional intelligence.
- Our setting SENCos (Sam Bowins, Nicky Taylor and Marilyn Stackwood) implement necessary strategies to support their learning/development. enabling the setting to promote communication
- The setting has policies and procedures in place which are reviewed regularly ensuring our environment and resources are suitable and accessible to all.
- We operate an open door policy for you to come and spend time in the setting with your child. Staff are available both at the beginning and end of the session to answer your questions and help with your concerns.
- We have good relationships with other services within and around our community and can assist you by accessing the Toddler group, School and facilities at the local Children's Centre.
- As a community preschool we are happy to involve parents with the group. Whether that be as a volunteer parent helper or a member of the committee.



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## Support for each child's Physical and Emotional wellbeing

- We consider ourselves to be inclusive, creating a safe, secure and happy environment that is suitable for all children to flourish.
- We concentrate on promoting their Personal, Social and Emotional skills, building on what they can already do and creating challenges to build their confidence and self-esteem.
- There are signs and symbols around the hall, helping children identify the areas of play.
- We will offer a visual timetable as and when needed to help children make choices, understand the routine of the day, offering structure on what is happening now and what is going to happen next.
- We encourage co-operative play between all children helping them to understand, value and respect others opinions and ideas.
- We are flexible in our approach which means that we can adapt what we do to accommodate any need or health issue by having relevant plans in place.
- As a setting we promote positive behaviour and should your child display unwanted behaviour then we will work with you and your child to provide a consistent and planned approach to improve their behaviour. Your child can also be involved in this approach.

## Helping with transitions

- Prior to your child starting at the setting, we would invite you and your child to visit. This allows the child time to play, becoming familiar with the environment and for you both to meet your key person and SENCo.
- We will work closely with you so that you feel you can stay with your child for however long necessary in order for them to settle.
- We would gain as much information as possible from you and any other professional involved with your child before the child's start date, enabling us to ascertain the level of support needed and appropriate targets for their IEP.
- To aid transitions between other settings, we would talk to the relevant staff involved, arrange meetings and visits where information can be exchanged and the child can be supported in the new environment, familiarising themselves with the surroundings.
- We are able to apply for funding from Essex County Council to enable the preschool to employ an additional member of staff to work with your child if needed.



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## How accessible is the environment?

- If the family has English as a second language, we would work with the family to help us by using visual aids alongside both languages and gain outside help if necessary
- We use some Makaton sign language to help us communicate with all children.
- Our setting is on one level and therefore provides good access throughout both halls. Toys are at child level and accessible to all. There is a ramp which allows access to our outside garden.
- The changing facilities offer a disabled toilet and wheelchair access is good throughout the school.

## Who can I contact for further information.

More detailed information is available in our policies which can be found in our policy folder at the setting.

To register your child at the Preschool and if you wish to discuss your child prior to starting you need to contact either one of the supervisors Caroline Gosling or Sam Bowins or the SENCOs Sam Bowins, Nicky Taylor and Marilyn Stackwood.

Telephone 01245354053/01245611369 or the preschool number 07812368692

email: [info@littleacorns-preschool.com](mailto:info@littleacorns-preschool.com)

